



## DISABILITY EQUALITY SCHEME

This scheme is concerned with meeting the duties of the Disability Discrimination Act (DDA) as applied to schools. We recognise the importance of promoting equality of opportunity for all our students and ensuring that none of our students are discriminated against in relation to particular needs.

### Purpose

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to (general duty); and
- prepare and publish a disability equality scheme to show how they will meet these duties (specific duty)

This scheme and the accompanying action plan set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services; and
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled

This scheme and the accompanying action plan (**Annex 1**) incorporate the school's plans to increase access to education for disabled students (accessibility plan.)

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## 1. AIMS

### 1.1 The purpose and direction of the school's scheme

The governing body will promote equality of opportunity for disabled people by having regard to the six principles contained in the General Duty, which are to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

### 1.2 Involvement of disabled students, staff and parents

The governing body aims to increase the participation of disabled students to the curriculum and remove discrimination.

The school believes the involvement of disabled people brings real benefits in terms of:

- providing insights into the barriers faced by disabled students, staff and parents;
- developing expertise in identifying ways to overcome these barriers; and
- Improving working relationships between the school and disabled students, staff and parents.

The school seeks to establish the views, needs and expectations of present and future students, staff, parents, carers and other users of the school. The school seeks to ensure that it involves a range of disabled people and hears a range of views, and in doing so takes into account the preferred means of communication for those being consulted. The school looks to set priorities identified by disabled pupils, staff and parents, including their involvement to better inform the next scheme.

## 2. GUIDELINES

### 2.1 Information gathering

In gathering information from disabled people, the school is mindful of :

- the breadth of the DDA definition of disability;
- the fact that some people may be reluctant to disclose a disability or impairment; and
- The fact that some people may have a concern about what the information will be used for.

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Eckington School defines disability in line with the current definition in the Disability Discriminations Act (DDA). This means that in this school we define disability as:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand; and
- Perception of risk of physical danger.

Some people are automatically covered by the definition, for example those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. Particular provisions will be made for people with progressive or recurring conditions.

## **2.2. Information Gathering Process for all schools users.**

We will gather information from a number of sources. We will:

- survey all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations;
- contact local disabled peoples groups and ask for their views; and
- Discuss the issues with all feeder schools in the area.

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information will be used in such a way that individuals will be unidentifiable and therefore confidentiality will be maintained. In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person

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using the facility or accessing the provision. We would encourage people to make their needs known to us so that we can ensure that they do have full access. We recognise that we need to look at how we can keep this information up to date and involve members of the disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed.

We will gather information about recruitment, development and retention of disabled employees.

We will discuss the need to have information on disability with staff.

## **2.3 Educational opportunities available to and the achievements of disabled pupils.**

Information about disabled students which is available to the school comes from: the admissions process; liaison with feeder schools and parents; working practices with a range of support services including school health and support services for physical, sight and hearing impairments; school records.

Upon entry of a child to the school, parents are asked, 'Does your child have any learning difficulty, medical condition or disability?'

Using the understanding of which students may count as disabled which we have established earlier in the scheme we will analyse this data against:

- the presence;
- participation; and
- Achievements of disabled pupils.

## **2.4 Presence**

Our current disabled student population is:

<b><i>Disability</i></b>	<b><i>%</i></b>
<i>Mobility</i>	<i>less than 1%</i>
<i>Manual dexterity</i>	<i>1.2%</i>
<i>Physical co-ordination</i>	<i>less than 1%</i>
<i>Continence</i>	<i>0%</i>
<i>Ability to lift, carry or otherwise move everyday objects</i>	<i>less than 1%</i>
<i>Memory or ability to concentrate, learn or understand</i>	<i>4.2%</i>
<i>Perception of risk of physical danger</i>	<i>less than 1%</i>

The table above shows the analysis of the disabled population in our school. It shows:

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- what % disabled students there are in the school;
- which impairment groups are represented in the school; and
- Whether there are groups of disabled pupils who are not currently represented at the school.

## **2.5 Participation**

The school considers whether:

- there are areas of the curriculum to which disabled students have limited or no access;
- disability issues are reflected in the curriculum;
- disabled students participate in extra-curricular activities;
- there are parts of the school to which disabled students have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- access to information is planned, with a range of different formats available for disabled students; and
- Other issues affect the participation of disabled students, for example bullying, peer relationships, policies on the administration of medicines.

From the analysis of the information we have collected about the participation of disabled students we have decided on the following priorities for the Disability Equality Scheme (These are the same priorities as the school's Accessibility Plan).

Priorities:

1. To develop provision for students with social / interaction impairments at breaks and lunchtimes.
2. To address the lack of role models and positive images of disabled people.
3. To research the issue of bullying and harassment with respect to disabled students.

## **2.6 The achievements of disabled students**

We have analysed the achievements of our disabled students against the same success criteria we use for all our students including:

- qualifications;
- accredited learning;
- end of key stage outcomes;
- achievements in extra-curricular activities; and
- Broader outcomes such as those set out in Every Child Matters.

From this analysis we have seen that there is an issue with students with learning difficulties, whose performance is well below age appropriate expectations, accessing lessons.

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Our priority to address this is to improve access in lessons for students with learning difficulties by developing and implementing differentiation strategies.

## **2.7 Information on disabled parents, carers and others using the school.**

The school is not required under the specific duty to gather information on other disabled people using our services. However, the general duty applies to these groups and with this information we will be in a better position to promote disability equality for disabled people using the school.

The school will consider how to encourage the disclosure of a disability by parents, carers and others using the school. It will seek to emphasise the benefits and support available.

The school will seek to:

- ask about any disability or health condition in early communications with new parents and carers, emphasising the range of adjustments that can be made; and
- Collect information on disability as part of a survey of parents and carers of children already at the school.

## **2.8 Impact assessment**

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of our current policies will be by bringing together:

- the issues identified through the involvement of disabled students, staff and parents, and
- The information we hold on disabled students, staff and parents.

Over the lifetime of the scheme we will assess the impact on disabled people of our current policies. We will involve disabled people in prioritising what is to be looked at first. Impact assessment will be incorporated into the school's planned review and revision of existing policies and into the process of developing new policies.

## **2.9 Identifying the main priorities for our school's scheme and deciding our actions.**

The priorities for the school's scheme have been set in the light of:

- an examination of the information that the school has gathered; and
- The messages that the school has heard from our disabled students, staff and parents.

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Priorities:

1. To develop provision for students with social / interaction impairments at breaks and lunchtimes.
2. To address the lack of role models and positive images of disabled people.
3. To research the issue of bullying and harassment with respect to disabled students.
4. To improve access in lessons for students with learning difficulties by developing and implementing differentiation strategies.

The actions we will take to promote equality of opportunity will address the six elements of the general duty.

## **2.10 Promoting equality of opportunity**

We work proactively to make reasonable adjustments for disabled students at policy and whole school level, as well as for individual students. Through this we seek to promote equality of opportunity for disabled students and to secure their participation in every aspect of school life.

We have incorporated priorities from our accessibility plan into the scheme.

## **2.11 Eliminating discrimination**

We will work proactively to eliminate discrimination by:

- awareness raising and continuous professional development;
- keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations; and
- Improving communication.

## **2.12 Eliminating harassment**

We will work proactively to eliminate harassment by:

- raising awareness amongst staff and students of disability-related harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;
- involving pupils themselves in combating bullying; and
- Ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

## **2.13 Promoting positive attitudes**

We will work proactively to promote positive attitudes to disability by:

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- staff modelling respectful attitudes to disabled students, staff and parents; and
- Promoting positive images in school books, other materials and around school.

## **2.4 Encouraging participation in public life**

Disabled students, staff and parents will be encouraged to participate in school life. We will seek to ensure that they see their disabled peers included and succeeding in the life of the school.

### **2.14 Taking steps to meet disabled people's needs, even if this requires more favourable treatment**

We will ensure that the policies of the school and the climate of the school are designed to meet disabled students needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment.

## **3. Making it happen**

### **3.1 Implementation**

In order to ensure that the scheme is effectively implemented we will ensure that:

- the scheme is supported by the attached action plan;
- the governing body oversees the action plan and checks progress.

The action plan shows:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales; and
- A specified date and process for review.

The scheme incorporates the Accessibility Plan and will be linked to the full School Improvement Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

### **3.2 Publication**

This scheme will be placed on the school's website and on the Learning Platform. In addition, it will be published and be made available at no cost from the main school office on request.

This scheme was published in February 2010 and will be in operation until December 2012.

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## 3.3 Reporting

We will report annually on the progress we have made with our action plan and the effect of what we have done.

The report on the scheme will be made within the school prospectus.

## 4. EVALUATION

The effectiveness of the scheme will be the responsibility of the Assistant Headteacher Inclusion, working with representatives from all areas of the school.

A range of approaches will be used including:

- taking feedback from different groups of students via student focus groups;
- feedback from parental questionnaires;
- discussions with school health and support services;
- discussion with leaders of Teaching and Learning about curriculum access; and
- Scrutiny of bullying records with Leaders of Student Development.

We will evaluate the effectiveness of the scheme and reflect this evaluation in our discussion with our school improvement partners and Ofsted when our school is inspected.

Governors will be informed annually as to the effectiveness of the policy.

## 5. REVIEW

This scheme will be reviewed in detail by governors on a three yearly cycle.

As part of the review of the scheme in December 2012, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- Re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision and how the school sets new priorities and actions for the next scheme. This process will:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

**This policy was agreed on \_\_\_\_\_ By the Full Governing Body:**

**Minute no:** \_\_\_\_\_

A copy of this scheme will be placed on the school Learning Platform and all staff will be issued with a copy of this policy annually.

**DISABILITY EQUALITY SCHEME (incorporating accessibility plan) ACTION PLAN**

	<b>TARGET</b>	<b>ACTIONS</b>	<b>LEAD RESPONSIBILITY</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS / MILESTONES</b>	<b>REVIEW PROCESS</b>
1	To improve provision for students with social / interaction impairments at breaks and lunchtimes	<p>Review any existing provision in learning support, year teams, information centre, curriculum areas e.g. PE</p> <p>Plan improved provision in line with needs identified by students</p> <p>Identify staff and rooms</p> <p>Implement new plan</p>	<p><b>GDA</b></p> <p>LS staff LoSD IC staff TAs PE staff</p>	<p>Staff time in planning</p> <p>Resources e.g. games, equipment, from inclusion money</p> <p>Identify any staffing costs</p>	<p>Existing provision reviewed – end of May 2010</p> <p>New plan produced – end of June 2010</p> <p>Staffing and rooming arranged – end of July 2010</p> <p>Full implementation – September 2010</p>	<p>Progress reports at indicated dates to leadership team</p> <p>Leadership team evaluate impact by end of Nov 10</p> <p>Report in school prospectus</p>
2	To promote role models and positive images of disabled people in the school	<p>Identify role models within school community</p> <p>Research positive images of disabled people, and make accessible for school displays</p> <p>Review information centre</p>	<p><b>GDA</b></p> <p>Leadership team</p> <p>Katie Camm Steph Greenstreet Art technician ICT staff</p>	<p>Staff time</p> <p>Books, posters</p>	<p>Role models identified by end of June 2010</p> <p>Positive images available by July 2010</p> <p>School displays</p>	<p>Leadership team report on progress with link departments and year teams at leadership group meeting Oct 2010</p>

	<b>TARGET</b>	<b>ACTIONS</b>	<b>LEAD RESPONSIBILITY</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS / MILESTONES</b>	<b>REVIEW PROCESS</b>
		resources for positive images of disabled people  Review curriculum materials for positive images	LoTL	Books, posters	include positive images by September 2010  Curriculum materials reviewed by Oct 2010	
3	To eliminate bullying and harassment of disabled students	Organise a student voice group composed of pupils with a wide range of disabilities and survey views and experiences  Survey a random selection of students in every year group about their perceptions and experiences of bullying and harassment of disabled pupils  Draw up plan based on findings and implement	<b>JHA</b>  JHA IME  GDA	Staff time  Production of surveys  Staff time in production of action plan	Produce report on findings – May 2010  Produce report on findings – May 2010  Plan produced by June 2010 and implemented	Findings presented to leadership group June 2010
	To improve	Train TAs in differentiation	CDE	Staff planning	Training provided	Evaluation report

	<b>TARGET</b>	<b>ACTIONS</b>	<b>LEAD RESPONSIBILITY</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS / MILESTONES</b>	<b>REVIEW PROCESS</b>
4	provision in the classroom for students with learning difficulties	strategies  Train departments in differentiation on rolling programme linked to faculty collaborative planning sessions	GDA CDE	and delivery time  TA training financed through use of outstanding funds in HLTA training budget	and evaluated – by July 10  Training provided and evaluated – rolling programme Developmental lesson observations include good comments and advice on differentiation provision in lessons - ongoing	on training to leadership team in September 2010 Review of any actions arising out of department observation reports