



Disability Equality Scheme

December 2010 – December 2013

Whitefriars School

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Mission Statement

At Whitefriars School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

At Whitefriars School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Whitefriars School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Consultation through questionnaire to staff, parents and visitors to identify any disability or long term health conditions they may have and determine how Whitefriars School currently supports this need or how we could improve this support
- Consultation through class discussions in PSHE to identify how children with disabilities require support, how the children and staff can support them and how could we make things better.
- Consultation with OT, CAMHS and the hospital in specific cases

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Whitefriars School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Promoting equality of opportunity between people with a disability and other people

- Access to the full and extended curriculum
- Promoting specific disability awareness weeks
- Involvement in concerts and assemblies
- Gifted and talented register
- Practical provision / changes
- Representation on the school council
- Use of PSHE/ circle time to promote awareness of disabilities- using visitors to our school who are professionals in this area e.g. SALT
- Equal access through reasonable adjustments
- Accessibility plan
- Publicise support networks e.g. Kids Can Achieve, NASH
- Information on the community room noticeboards and newsletter

Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.

- Training all staff re DDA
- Monitoring incidents
- Monitoring attitudes in the playground
- Following up incidents
- Awareness weeks
- Positive role models
- Staff training on correct use of language
- Staff training on law/ legal requirements
- Clear policy/ Guidelines
- Assigned person with responsibility /named member of staff to provide training
- Summary /policy made available to parents/ visitors

- **Making things happen**

Promoting positive attitudes towards disabled people

- Links with special schools
- Stories
- Resources to reflect disabilities
- Photographs
- Display
- Awareness of famous people with disabilities
- Working with outside agencies
- PSHE/ circle time/ citizenship/ circle of friends/ SEAL/ Values
- Parent workshops
- Review library resources

Encouraging participation in public life by disabled people.

- Assemblies
- Concerts
- Meet and greet- tours of the school
- Speakers
- Annual events
- Community links
- Role models
- Clubs, school council, representing the school
- Buddies/ monitors
- After school clubs
- Involvement in transition plans, annual reviews and other monitoring/ review exercises

Aspect of Duty	Issue being addressed	Action to be taken	How will the impact be monitored?	How often will monitoring take place?	Who will be responsible for monitoring?	Start date	Completed by
2010-11							
Ensure equality of opportunity between people with disabilities and other people	Communication with parents and carers who have disabilities e.g. Braille, large print, telephone or email appointments or home visits	Ensure parent and carers with disability are receiving information in accessible format/ media. Use newsletter to survey what further communication needs families have	Feedback from parents/ carers to SLT, office or teachers	Annually	DH (Inclusion) Inclusion and Safeguarding co-ordinators	Jan 11	On-going
Ensure equality of opportunity between people with disabilities and other people	Improve liaison between extended services and class teachers to support more effective planning for children with disabilities	Inclusion co-ordinator to liaise with EP, OT, SALT, SACT, CAMHS to ensure that their input and recommendations are delivered by class teachers who will receive direct support from these teams for their CPD	This improved partnership will ensure more appropriate planning and therefore aid the progress and attainment of children with disabilities	Half termly	DH (Inclusion) Inclusion Co-ordinator	Jan 11	On-going
2011-12							
Ensure equality of opportunity between people with disabilities and other people	The parents of disabled children and young people may not be aware of how best to support their learning	Half termly sessions to be conducted for the parents of disabled young people to provide them with advice on how to support the learning of their child in	Evaluations by parents collated after the sessions and tracking of the identified group of students	Tracking through level records termly Report on feedback received shared through SLT	Deputy Head (Inclusion) Deputy Head (Teaching and Learning) Inclusion co-ordinator	Jan 12	On-going

		core curriculum subjects					
Ensure equality of opportunity between people with disabilities and other people	To increase the awareness of issues that affect disabled children to the wider school population	Awareness weeks, days to be booked into the school calendar and celebrated throughout the year with involvement from guest speakers, visitors and other disabled role models that will link to the school's programme of shared values	Evaluation sheets after specific events, work samples	Termly	DH (Inclusion) Inclusion co-ordinator	Jan 12	July 12
2012-13							
Ensure equality of opportunity between people with disabilities and other people	Ensuring the physical environment meets the needs of people with disabilities, including physical and sensory needs	Audit of outdoor physical environment to consider the needs of child with disabilities at playtimes	Evaluation of environment collated in conjunction with school council and recommendation to be submitted to governing body	Minimum of an annual audit with monthly follow up consultations as changes take place.	DH (Inclusion) Inclusion co-ordinator Site manager Inclusion Governor Representatives from School council	Feb 13	July 13

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

Deputy Head (Inclusion), Inclusion and Safeguarding Co-ordinators, Inclusion Governor, and interested parties if wishing to attend, will monitor on a termly basis

- To determine the effectiveness of that term's action towards the duty
- How the school is going to use the information gathered
- Review the effectiveness of the 3 year action plan and prepare actions for the subsequent scheme
- Monitor the involvement and consultation of people with disabilities in forming actions, setting targets and monitoring the scheme.

The scheme will be reviewed and reports made to the governing body each year and revised at least every three years.