

DISABILITY EQUALITY SCHEME



INTRODUCTION

Under the Disability Discrimination Act (2010) the governing body is required to:

- provide equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school;
- prepare and publish a disability equality scheme to show how these duties are met

Part 4 of the Disability Discrimination Act requires the governing body to increase access to education for disabled students in three ways:

- increase the extent to which disabled students can participate in the school curriculum;
- improve the school environment to increase the extent to which disabled students can take advantage of education and associated services;
- improve the delivery of information to disabled students provided in written form for all students

This scheme will set out how the governing body of Heanor Gate Science College will promote equality of opportunity for disabled students.

Heanor Gate Science College follows the Derbyshire County Council recruitment and retention procedure. Heanor Gate Science College is committed to equality of opportunity for applicants with disabilities and in supporting and monitoring the achievements of students with disabilities.

Heanor Gate Science College defines disability in line with the current definitions in the Disability Discrimination Act.

“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, 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;
- Perception of risk of physical danger.

Some people are automatically covered by the definition – those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

In our school, the following adjustments are made to support school users who have a disability:

- a) promoting equality of opportunity
- b) promoting positive attitudes and participation
- c) staff awareness and understanding of the breadth and definition of disability

Our current disabled student population (April 2013) is:

Disability	%
Mobility	0.5%
Manual dexterity	0.7%
Physical co-ordination	0.7%
Continence	0.4%
Ability to lift, carry or otherwise move everyday objects	0.2%
Communication	2.5%
Hearing	0.4%
Eyesight	0.3%
Memory or ability to concentrate, learn or understand	10%
Perception of risk of physical danger	0.3%

In addition to this we have 2% of all students with significant medical needs and 0.8% of students with severe nut allergies.

These statistics are based on all students on role at this time (including Sixth Form).

INFORMATION GATHERING PROCESS FOR ALL SCHOOL USERS

We have gathered information from a number of sources:

- A survey of all current students, parents, carers of the school to gain their views on current provision and future aspirations.

- Local people's groups representing people with a disability have been approached for their views
- This 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 is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.
- In our school we look on the issue of someone not being able to access something because of disability as being a problem with what is provided, not the person 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 are able to collect information on new staff through the recruitment process by following Derbyshire County Council guidelines.

STAFF AND DISABILITY

Information has been gathered through questionnaires. The information given is confidential and based on staff working in the school – academic year 2012-2013.

From 152 returns:

Disability	%
Mobility	1.3%
Manual dexterity	1.3%
Physical co-ordination	
Continence	
Ability to lift, carry or otherwise move everyday objects	2.6%
Communication	
Hearing	2%
Eyesight	1.3%
Memory or ability to concentrate, learn or understand	2%
Perception of risk of physical danger	

Heanor Gate Science College recognises that there are considerable benefits in having a diverse workforce in the community. These benefits include:

- individuals have unique skills and qualities to offer
- different combination of people can offer a variety of provision
- creating a greater understanding and awareness of individuals needs
- facilitating planning for the future
- making a more representative workforce of the community and gives positive role models to young people
- avoiding undervaluing, under using of or losing able staff

EDUCATIONAL OPPORTUNITIES AVAILABLE TO AND THE ACHIEVEMENT OF DISABLED STUDENTS

Information about disabled students, which is already available to the school, comes from parents, local authorities, agencies and services (e.g. behaviour support, social care, NHS) and the student's previous school/admissions process.

Heonor Gate Science College aims to monitor and analyse:

- the attendance
- the participation
- the achievements of disabled students

However, through the admissions process, we do recognise that there may be a number of factors which can affect the response from parents. These include:

- how parents/carers are approached
- how parents/carers feel the information will be used
- parental/carers understanding of what may amount to a disability

PARTICIPATION

- Heonor Gate Science College has parts of the school/curriculum areas that are inaccessible to those with mobility issues. In such cases the teacher and group will move to a lower floor classroom where rooms have been set out with specialist subject resources (e.g. ICT). In addition, students with a physical disability are timetabled on the ground floor only.
- Student Support provides support during less structured times of the day, such as before school, break time and lunch time for students with social interaction impairments. This is also offered to other vulnerable students.
- Links with other agencies/support centres are set up (e.g. BLEND and ACORN) to support students with disabilities.
- Issues around disability are reflected in curriculum areas, tutor time, assemblies and in fundraising activities. This highlight of issues is to help encourage students to think about and consider the difficulties experienced by fellow students and people in their community and ways in which they themselves can help and support.
- Homework club is offered to all SEN students to complete work set and to deal with any problems arising in their lesson.
- Children with a range of disabilities are encouraged to and do participate in all extra-curricular activities including residential trips and school performances (often with TA support).
- Work is differentiated and staff are made aware of extra support needed by some students to be able to access the curriculum area (this includes seating arrangements, physical arrangements of desks, enlarged text, use of coloured sheets).
- A full range of Access arrangements for exams are arranged with the exam board for individual students to support their needs (including enlarged texts, additional time, word processors, separate room, invigilation).

- Students are given 1:1 sessions with teaching assistants or SEN teaching staff. In this time students can raise any issues that are giving them cause for concern. Bullying of any kind is not tolerated and is dealt with appropriately by staff.
- Administration of medicines is managed through our full time first aid staff. Medical needs of students are made aware to staff via SIMS and through the SEN 'Red Book' (hard copy and on the shared area). Photographs of children who may need medical intervention for such things as anaphylactic shock are placed in key places such as reception, staff rooms, student services, with lunch time staff, etc.
- First aid training is given to large numbers of staff, including midday supervisors and Epi-Pen training has been delivered.
- Radio microphones are used in assemblies, presentations, Parents Evenings, to improve access for the hearing impaired. Students are encouraged to take responsibility for their disability by moving to the correct place in the classroom.

NEXT STEPS

From analysing the surveys and questionnaires by students, staff, parents and outside users, priorities have been set.

As a school we are committed to equality and diversity. There are areas where we want to emphasise the positive contributions of all groups, including those with disability. Along with those areas where we are already committed and from analysing the surveys and questionnaires by students, staff, parents and outside users, priorities have been set. These include:

- To ensure that images of disabled people are used positively whenever possible in lessons
- To monitor the access of disabled students to after school clubs and school trips to ensure (whenever possible) that there are no barriers to their access
- To ensure that all students have equal access to curriculum areas
- To ensure, by reasonable adjustment, that access arrangements including are in place for every students with specific needs
- To ensure that all students have access to PE and dance. Changing in a crowded changing room may be stressful so students will be allowed to change in nearby disabled facilities
- To ensure that those students who are unable to take part in group activities in PE and dance have access to fitness activities
- To ensure continued whole school training is offered to staff to develop understanding so that reasonable adjustments can be made in classroom situations and in extra-curricular activities
- To ensure catering staff are made aware of particular dietary requirements and by reasonable adjustment, accommodate these needs

THE ACHIEVEMENTS OF DISABLED STUDENTS

A tracking system (as part of the whole school tracking system) is in place to allow us to monitor the achievement of all significant groups, including disability.

Achievement will be measured against the same success criteria we use for all our students, including:

- exam results
- end of key stage outcomes
- participation in extra-curricular activities

INFORMATION ON DISABLED PARENTS, CARERS AND OTHERS USING THE SCHOOL

Schools are not required, under the specific duty, to gather information on other disabled people using their services, such as disabled parents and carers or indeed disabled members of the community attending school events. However, the general duty still applies to these groups and we will work towards gathering this information to help inform our next steps towards improving facilities and in promoting disability equality and reasonable adjustments.

PRIORITY ACTION

- **Priority 1**

At each parental consultation evening, as part of our general questionnaire completed by parents, an additional survey will be taken asking for information around disability. This information gathered will be analysed in order to inform action planning and further reasonable adjustments for equality of access.

- **Priority 2**

During selected extra-curricular events (school productions, celebration events) parents/carers will be asked to complete questionnaires in line with Priority 1 (stated above).

IMPACT ASSESSMENT

- Assessing impact of this scheme will be based on current policies and procedures and through feedback from students, staff, parents/carers and other school users (data for review to be collected after appropriate time period)
- Impact will also be monitored through involvement of disabled students through the accessibility school council group and via whole school council meetings (student voice)
- Impact assessment will be incorporated into the school's planned review of existing policies and in the development of new policies

PROMOTING EQUALITY OF OPPORTUNITY

In line with the school's established equal opportunities policy, the school is committed to ensuring equal opportunities for all. We continue to work pro-actively to make reasonable adjustments for all students (including disabled) at whole school level and with bespoke, individual packages for students, in supporting their needs.

In developing our scheme to support and improve things for disabled people, we have incorporated priorities from the school's accessibility plan (plan attached).

Further priorities in promoting equality of opportunity for:

- Disabled Staff – we will monitor the recruitment and retention of disabled staff and ensure that we have up to date information about their needs and any appropriate adaptations/reasonable adjustments
- Information Systems – an improvement in our communicating to staff particular needs of disabled students in their care, particularly those with less physically obvious impairments such as dyslexia, autism, speech and language, hearing, etc.
- Admissions – there is already excellent practice in the gathering of information for Year 6-7 transfer. A priority will now be in year transition as information regarding disability does not have the same emphasis. Admission arrangement/information will be reviewed

ELIMINATING DISCRIMINATION

We continue to work pro-actively to eliminate discrimination. We do this by ensuring staff are aware of individual needs of students and by promoting positive images of people with disabilities within their curriculum areas, through assemblies, PSHCE, etc. We also work towards ensuring staff have high expectations about the achievements of students with disabilities.

Further to these priorities, we are working proactively by:

- awareness raising and staff training
- keeping a watchful eye on the impact of policies
- reviewing and adjusting policies
- raising expectations
- improving communication

ELIMINATING HARASSMENT

In line with current policies, all known instances of harassment or bullying are challenged and dealt with. Instances are dealt with and logged and monitored for any further problems. Students will continue to receive information so that they may understand about a range of disabilities and the strengths those people have and the difficulties they face.

Further to this, we will continue 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 students themselves in combating bullying

PROMOTING POSITIVE ATTITUDES

We continue to work proactively to promote positive attitudes to disability, for example:

- Staff modelling respectful attitudes towards other staff, students and parents/carers (positive language training given to all staff)
- By encouraging representation of disabled people in senior positions in the school
- In using resources in school that promote positive images of disability

ENCOURAGING PARTICIPATION IN PUBLIC LIFE

All disabled students, staff and parents are encouraged to participate in school life. By doing this:

- Disabled peers are seen to be included and achieving
- Disabled voice is heard as part of the whole school student voice. Disabled students are encouraged to apply for responsible and representative roles
- There are positive images of disabled people participating.

Taking steps to meet disabled people's needs may require more favourable treatment and HGSE is committed to doing this.

IMPLEMENTATION

In order to ensure the scheme is implemented effectively:

- the scheme will be supported by an action plan
- the action plan will have the oversight of the governing body and progress will be checked

The scheme will be linked to the School Improvement Plan and the Accessibility Plan. The scheme will be reviewed and updated on a regular basis (by lead responsibility and governing body).

EVALUATION

The effectiveness of this scheme will be evaluated and reflected upon by SLT, the lead responsible for implementation, SENCO, accessibility group and with Ofsted when the school is inspected.

LINKS TO OTHER POLICIES AND DOCUMENTS

- Anti-bullying Policy
- Racism Policy
- Accessibility Plan
- Gifted and Talented Policy
- CPD Policy
- SEN Policy
- Teaching and Learning Policy
- Homework Policy
- Examination Policy
- PSHCE Policy
- SMSC Policy (including assemblies)

ACCESS

The school's scheme is available from the school's website or by contacting the school. A copy will be provided to anyone asking for it.

This scheme was published in April 2013 and will be in operation until April 2016.

RESPONSIBILITY

We will report annually on:

- The progress we have made on the action plan
- The effect of the scheme's implementation

The report will be published in a separate document.

REVIEWING AND REVISING THE SCHEME

As part of the review of the scheme, 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 students, staff and parents/carers.

The review of the scheme will inform its revision and how the school will set new priorities and action plans. This process will include:

- disabled students, staff and parents and
- be based on information that the school has gathered

As a school, we have taken the decision to join our Accessibility Plan and our Disability Equality Scheme so that they are produced at the same time.