
CHARTERS SCHOOL

Disability Equality
Scheme

Updated September 2011

Disability Equality Scheme

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Is this a statutory policy: Yes

Is this policy to be displayed on the school website: Yes

Approved by Curriculum Committee

**CHARTERS SCHOOL
POLICIES**

CHANGE CONTROL REGISTER DISABILITY EQUALITY SCHEME				
Revision	Description	By	Approved	Date
A	Page 6 Last point of Use of Information. 'Annual assessment' replaced by 'on-going assessment through Team Leader meetings.' (Appendix 1 deleted).	SD	✓	03/10/2011
A	Page 7 Aim 1, Outcome 2. Change 'Stress Management' to ' Staff Well-being Policy.'	SD	✓	03/10/2011
A	Page 7 Aim 1, Outcome 4. Move from 'Disability impact assessment' to 'Impact assessment through Team Leaders meeting.' This is a revised process	SD	✓	03/10/2011
A	Page 8 Aim 2, Outcome 1. Status still £30K in SDP for Resource Unit toilets. Outcome 2. No action to date. In SDP	SD	✓	03/10/2011

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DISABILITY EQUALITY SCHEME

Introduction

Charters School is committed to promoting equality for all. This statement represents the response of the Governing Body to its duties to promote equality for disabled people.

The Disability Equality Duty

The Disability Equality Duty (DED) requires schools to be more proactive in promoting disability equality and eliminating discrimination. It relates to:

- (a) disabled pupils
- (b) disabled staff
- (c) parents and other school users.

The duty itself refers to any organisation within the public sector, not just schools. It requires that these organisations have due regard to the need to:

- (a) promote equality of opportunity between disabled people and other people
- (b) eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- (c) eliminate disability related harassment
- (d) promote positive attitudes towards disabled people
- (e) encourage participation by disabled people in public life
- (f) take steps to meet disabled people's needs, even if this requires more favourable treatment.

In order to meet these needs schools will need to have a Disability Equality Scheme (DES) to plan, deliver and evaluate the steps necessary.

The Disability Equality Scheme comprises four sections

1. The Disability Equality Statement
2. Information gathering
3. Use of information in reviewing effectiveness and assessing impact
4. The Disability Equality Scheme Action Plan (incorporating the School Accessibility Plan)

The Disability Equality Statement

Definition of Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. One or more of the following capacities must be substantially affected:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or move everyday objects
- Speech

- Hearing
- Dyslexia, dyspraxia and ASD
- Eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger
- Medical conditions such as asthma, epilepsy and diabetes

The definition also includes:

- Those with cancer or surviving cancer,
- Those with HIV or Multiple Sclerosis from the point at which they are diagnosed

A mental impairment does not need to be well recognised for the person to be disabled.

The Involvement of Disabled People

We are committed to the involvement of disabled people in the development of this statement. The following steps have been taken to secure this involvement:

- The school has had regard to the Local Authority protocol;
- The teaching staff have been asked for their views;
- Union representatives have been asked for their views; and
- The School Council has been asked to comment on the treatment of disabled pupils by staff and their fellow pupils in school:
- The views of all disabled children and their parents need to be collected in a way that is more effective and systematic and this forms part of our Action Plan: and
- The views of disabled users of the school within our community need to be sought and this forms part of our Action Plan.

Information Gathering

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly we will also collect the following information:

- Data on our employment of disabled people. We will look at trends rather than at the year-on-year fluctuations because of the small numbers involved;
- Qualitative information from disabled employees and would-be employees through an exit questionnaire:
- Performance data for disabled children, not just those within the Resource. From KS2 through to and beyond KS5
- Disciplinary data for disabled children, not just those within the Resource; and
- Qualitative and quantitative information on the effect of interventions with regard to disabled children.

Use of Information in reviewing effectiveness and assessing impact

- The information collected will be reported annually to the Governors as part of the Annual Report on SEN.
- The information will be taken directly into account in drawing up the School Development Plan.
- It will form part of the discussions with Curriculum and Subject Leaders and Heads of Year and so will be reflected in their Self-Evaluation Forms. It will thus be reflected in the School SEF and in decisions on targets in the School Development Plan and Departmental Development Plans.

- The Disability Equality Consultation Group will perform an on-going assessment of school policies and their impact on disabled staff and students through Team Leader meetings. Additionally they will carry out an annual site survey and report their findings to the Governors Sites and Buildings Committee.

The Disability Equality Scheme Action Plan (incorporating the School Accessibility Plan)

The consultation identified the following aims that would help to eliminate the barriers that disable people:

1. Discrimination against disabled people.
2. Inadequate provision so that disabled people cannot reach their full potential.
3. Opportunities that are not promoted for disabled/impaired people.

Aim 1. To eliminate discrimination against disabled people.

Outcome	Action	Responsibility	Timescale	Status
All staff are aware of the Disability Equality Scheme and their responsibilities within it.	Disability Equality Scheme and associated Action Plan is published to staff	Head of Learning Support	Autumn 2010	✓
All staff share a commitment to disability equality	All new staff induction includes training on disability equality Line managers to check references in SEF for any disability related concerns. Staff and students are confident that they can disclose their disabilities and this information will be acted upon.	SJC SLT (All) All line managers	September 2010	Only TAs ✓ ✓
Staff Well-Being	Policy for all staff implemented		Spring 2010	✓
The school curriculum reflects the commitment to disability equality	A greater understanding of disability is included in Citizenship lessons and the assembly programme	SLT	September 2010	✓
All new developments are impact assessed through Team Leaders	Disability Impact Assessment proforma written. Disability Impact Assessment used.	RP SLT	September 2010 On-going	✓ Revised process
Success stories relating to disabled learners are promoted	Disabled learners success stories are included in school prospectuses and other promotional literature	RP + ALS	On-going	✓

Aim 2. To improve provision so that disabled people can reach their full potential.

Outcome	Action	Responsibility	Timescale	Status
The facilities in The Resource are improved to cater efficiently and effectively for the students in line with the best current practice.	Discuss with LA. Pressure to allocate funding	VS	April 2011	In SDP 30K for toilets in resource
The whole school site is accessible independently by all disabled people	Accessibility Plan continues to be implemented as funds allow. Consideration is given to improving disabled parking at the front of school so spaces are easy to access and the correct size. Disabled toilet facilities are provided for functions in the Main Hall.	Governors Sites and Buildings	On-going June 2010 On-going	✓ ✓ No action to date
New disabled students are welcomed.	The induction process is reviewed to make it encouraging for disabled students Prior to entry, parents group and student group meet twice	Head of Learning Support/resource team	On-going	✓
All TAs support students so that they make independent progress	Induction and subsequent training of TAs is reviewed TA induction and training is focussed on actual as well as perceived needs of the TA team in supporting students.	Head of Learning Support/team leaders Senior TA i/c Induction and Training	On-going	✓
Disabled students are able to reach their full potential.	Teacher/TA partnerships within departments are strengthened by timetabling TAs within curriculum areas.	Head of Learning Support/team leaders	Each September	✓

	<p>Teacher INSET continues to focus on the classroom application understanding of students' issues.</p> <p>100% of lesson observations record that disabled students are included and achieving.</p>	<p>Head of Learning Support</p> <p>EJB</p>	<p>On-going</p> <p>September 2010</p>	<p>✓</p> <p>✓</p>
<p>Disabled students are included in off-site visits in line with the Disability Discrimination Act</p>	<p>All staff running visits consult on including disabled students at the pre-planning stage to enable disabled students to participate.</p>	<p>SJC</p>	<p>On-going</p>	<p>✓</p>

Aim 3. To promote opportunities at the school for disabled people.

Outcome	Action	Responsibility	Timescale	Status
Disabled people are encouraged to apply for employment at the school	The job application process is reviewed to ensure disabled people are encouraged to apply.	Business Manager	On-going	✓
The school is promoted as an environment where disabled people are welcome	Promotion of the school within the community (website, LA information) emphasises the facilities at the school for disabled people.	Business Manager	On-going	✓
SEF forms emphasise disability equality	Disability equality is prominent and thus reflected in the school's SEF.	MP	On-going	✓
The disclosure of disability is routine.	Disability is considered within Performance Management reviews	SLT	On-going	✓

Revision

The Action Plan of the school relating to Disability Equality Scheme will be reviewed annually by the Governing Body within the monitoring and evaluation cycle for the School Development Plan. The Action Plan will be updated following an annual impact assessment of school policies as detailed in Section 3.

The SLT will review the Disability Equality Statement every three years.

Signed

Chair of Governors

Co -Headteacher