

# **DISABILITY EQUALITY SCHEME**

**Wilsthorpe Business & Enterprise College**

**3-year period covered by the scheme: November 2007 – November 2010**

## **Introduction**

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

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

This scheme and the accompanying action plans 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 pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

## **1: Starting points**

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

Wilsthorpe Business and Enterprise college welcomes its responsibilities to promote disability equality according to the Disability Equality Duty and views this extension of its duties alongside parts 2,3 and 4 of the Disability Discrimination Act 1995 (DDA) as a further positive step towards achieving equality for disabled students and staff across all areas of college life.

In this context our key duties, to which we are committed, 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;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

We see these duties / commitments as a key component of our planning to achieving the outcomes of Every Child Matters and view this scheme as linking closely with other equality policies and our Accessibility Strategy.

This initial Disability Equality scheme covers the three years, 2007-2010, to meet the 'General Duty' required under the Act. The scheme will be reviewed in November 2010 and a report made to the Governing Body. The scheme will be reviewed earlier than 2010 if circumstances show the scheme is not meeting the aims and objectives under the scheme. A copy of the scheme will be available on the college web site.

Our scheme aims to identify and eliminate all barriers to access by:

1. identifying and implementing any curriculum changes which may be needed to ensure that all areas of the curriculum are fully accessible to all
2. identifying and eliminating or minimising (depending on budget availability) any physical barriers to access
3. putting in place systems and procedures to review and monitor the situation, making changes as necessary, as new students come into the college
4. promoting a positive image of people with disabilities
5. allocating resources to implement this scheme

### **1.2: Involvement of disabled pupils, staff and parents**

Wilsthorpe Business & Enterprise College is committed to promoting positive participation in the life of the college.

We believe that disabled students and adults are uniquely placed to support the college in identifying the barriers they face and in taking pro-active steps to promote disability equality across the college. They are also uniquely placed to help the college to develop expertise in identifying ways to overcome these barriers, therefore their participation in the development of this scheme is important.

In the first year of the scheme the college will prioritise the identification of disabled adults and students (see below 1.3 Information Gathering). The college's Core Management team will periodically review the effectiveness of the scheme in delivering equality across the college

and will put in place any changes needed, as soon as possible, rather than waiting for a full review of the scheme.

As the scheme develops we will aim to set a separate group to monitor and review the operation of the scheme and to undertake the full review in November 2010. This group will be open to new parents / carers and community members.

The college currently holds limited information on the disability of children and adults in college. We are committed to gathering and utilising information on disability in the college community in order to review the effectiveness of our policies and practises on disabled adults and students.

There will be a specific focus in our scheme on gathering information to inform our actions around the recruitment, development and retention of staff and on the educational achievements of disabled young people. The scheme will also take account of the preferred means of communication for those whom they are consulting.

### **1.3: Information gathering**

Wilsthorpe Business & Enterprise College defines Disability in line with the current definitions in the Disability Discriminations Act 1995 (DDA). This means that in this school we define disability as:

'Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.' (DDA 1995 Part 1 paragraph 1.1). This definition was amended and broadened in December 2005 under the Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.
- For a mental impairment the need for it to be clinically well recognised has been removed.

#### **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.

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

- a) Curriculum adjustments for students who have a learning disability
- b) Timetable adjustments for students with a physical disability e.g. only time-tabling ground floor rooms and making special provision in fire evacuation procedures
- c) Physical alterations to facilitate access e.g. improved wheel chair access, special 'raise & lower' desks, always considering disabled access when planning premises alterations

Our current disabled staff, student, parent / carer population is:

<i><b>Disability</b></i>	<i><b>Staff Number</b></i>	<i><b>Parents / Carers Number</b></i>	<i><b>Students Number</b></i>
Mobility		3 <sup>i</sup>	1 <sup>ii</sup>
Manual dexterity			
Physical co-ordination			
Continence			
Ability to lift, carry or otherwise move everyday objects	2 <sup>iii</sup>		
Memory or ability to concentrate, learn or understand	2 <sup>iv</sup>		2 <sup>v</sup>
Perception of risk of physical danger			

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

We have gathered the above information by surveying all current pupils, parents, carers, teachers and users of the school to gain their views on current provision and future aspirations.

We do recognise that information gathering needs to be an ongoing process and we plan to:

- Seek the views of local disabled peoples groups
- Discuss these issues with all our partner / feeder schools
- Discuss access with other local schools and obtain and record details of other local provision.

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 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 a 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 recognise that this is our first Disability Equality Scheme and that we need, as one of the priorities for the action plan 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 in three years time.

We also recognise the need to continue to operate a recruitment process which is fair and makes appropriate provision for all people applying with a disability and which meets their needs at interview and after recruitment.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process by following guidance on recruitment from Derbyshire County Council and monitoring all applicants.

We have discussed the need to have information on disability with current staff and have collected this information by undertaking a whole staff survey.

The information collected shows how disabled staff are represented amongst different groups of employees, at different levels of the school, and amongst those who leave the school.

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

Information about disabled pupils which is already available to the school comes from a survey of all students undertaken in 2007

Using the understanding of which pupils may count as disabled which we have established earlier in the scheme we have analysed this data against:

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

Our current disabled student population is:

<i><b>Disability</b></i>	<i><b>Student Numbers</b></i>
Mobility	1 <sup>vi</sup>
Manual dexterity	
Physical co-ordination	
Contenance	
Ability to lift, carry or otherwise move everyday objects	
Memory or ability to concentrate, learn or understand	2 <sup>vii</sup>
Perception of risk of physical danger	

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

- what number of disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups of disabled pupils who are not represented at the school.

This tells us that although numbers are low, there are needs which have to be addressed and from the analysis of the information we have collected about the participation of disabled pupils we have decided on the following priorities for the Disability Equality Scheme:

Priority 1 Wherever possible minimise physical barriers to access

Priority 2 Consider whether any curriculum changes are needed to ensure that there are no areas of the curriculum or extra-curricular activities to which disabled pupils have limited or no access

From this analysis we have also decided that the following issues can be addressed by making reasonable adjustments.

Issue 1

Reasonable Adjustment – Install improved wheelchair access into the Technology Block and out of the fire exit from the music practise rooms.

Issue 2

Reasonable Adjustment – ensure that all courses / extra-curricular activities chosen by disabled students are located in suitably, accessible rooms.

### **The achievements of disabled pupils**

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

- exams;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in *Every Child Matters*.

The analysis, with only a very limited number of disabled students, has not identified any clear areas of reduced achievement, but we will monitor the position on an ongoing basis.

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

Identified Disabled Parents / Carers will be invited work with the school to identify any adjustments needed to help them

#### **1.4: Impact assessment**

The college is committed to establishing an impact assessment by adopting a systematic approach to the analysis of the effects of it's policies, practices and procedures for disabled pupils, staff and parents.

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

- the issues identified through the involvement in this scheme of disabled pupils, staff and parents; and
- the information that the school holds on the disabled pupils, 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 'Impact Assessment' of the college's existing policies when they are reviewed and new policies when they are being developed.

## **2: Identifying the main priorities for Wilsthorpe's scheme and actions required**

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 the disabled pupils, staff and parents who have been involved in the development of the scheme.

Priorities identified are about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.
- Improving / removing any physical barriers to access

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

### **Promoting equality of opportunity**

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life. We have incorporated priorities from our accessibility plan into the scheme.

These are:

Priority 1 - identifying and eliminating or minimising physical barriers to access

Priority 2 - identifying areas where curriculum improvements may be needed to ensure full access for all

Priority 3 - identifying sources of support and resources needed to promote equality of opportunity

### **Eliminating discrimination**

We are working proactively to eliminate discrimination, for example:

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

### **Eliminating harassment**

We are working proactively to eliminate harassment. We will:

- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

### **Promoting positive attitudes**

We are working proactively to promote positive attitudes to disability, for example:

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school;
- through positive images in school books and display materials

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

Disabled pupils, staff and parents are encouraged to participate in school life:

- they see their disabled peers included and succeeding in the life of the school;
- disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.

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

We will ensure that the policies of the college and the climate of the college are designed to meet disabled pupils 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 a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:

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

The scheme will take into consideration both the full School Improvement Plan and the Accessibility Plan.

## **Evaluation**

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:

- our school improvement partner; and
- Ofsted, when the school is inspected.

### **3.2: Publication**

The school's scheme will be published:

- as a separate document available on request to the college Business Manager
- via a link from the college web site

This scheme will be in operation until November 2010.

### **3.3: Reporting**

We will report annually on:

- the progress we have made on our action plan; and
- the effect of what we have done.

The report on the scheme will be available:

- in a separate document available from the college Business manager
- via a link from the college web site

### **3.4: 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 pupils, staff and parents.

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

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

Over time we will align our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.

This ACTION PLAN picks up the Priorities Highlighted in Sections 1 and two of the DES and the Accessibility plan.

DES SECT	TARGET	ACTION	LEAD RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
Priority 1	Wherever possible minimise physical barriers to access	Whenever premises alterations are undertaken disability access will always be incorporated in the planning. SENCO will work together with Site Staff to advise on new students who may need special provision.	Business Manager Site Manager SENCO	No physical barriers to disability access	Monitoring by SENCO & Business Manager & Feedback from parents / carers on accessibility for their children
Priority 2	Consider whether any curriculum changes are needed to ensure that there are no areas of the curriculum or extra-curricular activities to which disabled pupils have limited or no access	Annual review of curriculum	SENCO Deputy Head	Annual review undertaken Feedback from parents / carers on accessibility for their children	Feedback from parents / carers on curriculum accessibility for their children
Priority 3	Keep information on disabled adults and students up to date	Write to parents / carers each year, particularly parents of students new to the school asking for information	Headteacher	Letter written annually	Responses to letter and feedback when speaking to parents

- <sup>i</sup> 1 x Registered blind; 1 x Multiple Sclerosis; 1 x Fibromyalgia  
<sup>ii</sup> 1 x Muscular Dystrophy  
<sup>iii</sup> 1 x Heart problem; 1 x Osteo-arthritis  
<sup>iv</sup> 2 x Dyslexia  
<sup>v</sup> 1 x Dyslexia & Dyscalculia; 1 x Aspergers Syndrome & Attachment Disorder  
<sup>vi</sup> 1 x Muscular Dystrophy  
<sup>vii</sup> 1 x Dyslexia & Dyscalculia; 1 x Aspergers Syndrome & Attachment Disorder