

BRENTSIDE HIGH SCHOOL

Disability Equality Scheme

Three year period covered by the plan: 01/03/11 – 01/03/14

School Vision Statement

'Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.'

The Law

Definition: "A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day-to-day activities."

Physical or mental impairment can include both sensory impairment and learning difficulties. Some medical conditions may also have a long-term and substantial effect on students' everyday lives.

Introduction:

The purpose of the Disability Equality Scheme is to affirm the school's commitment to equality and specifically to the needs and rights of children and adults who have a disability. Additionally, the purpose of the scheme is to confirm the school's commitment under Disability Discrimination Legislation to meet statutory obligations, general and specific duties with regard to Disability Equality and to set out in detail how these obligations are to be met.

Duties under Part 5A to 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.

The scheme and the accompanying actions 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 over time 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 of information to disabled pupils.

This is set out in the School's Accessibility Plan, March 2011 – March 2014

The school's Accessibility Plan 2011 – 2014 has been extended and strengthened to meet the requirements of the Disability Equality Scheme.

This Disability Equality Scheme will set out how the school will:

- Eliminate harassment related to disability
- Eliminate discrimination
- Promote equality of opportunity for those with a disability
- Promote positive attitudes towards those with a disability
- Encourage participation by those with a disability in public life
- Take steps to meet disabled people's needs, even where that involved treating disabled people more favourably

The scheme covers pupils, staff, parents and users of the school.

1. *How we have involved disabled people in developing this scheme.*

- a. Disabled pupils, employees, governors, parents and carers are identified through admission and/or application forms.
- b. Disabled pupils, parents and members of the wider community have been consulted in the development of this scheme in order to identify priorities for the Accessibility Plan.

- **Disabled Pupils**

Two additional members with a disability have been appointed to the School Council

- **Disabled parents/carers**

Disabled parents/carers have been encouraged to join our termly Parent Focus Groups

- **Wider Community**

St Ann's school for students with severe learning difficulties has been consulted

- **Disabled staff/governors**

We do not know that any of our staff or governors has disabilities.

2. *How we intend to gather information on the effect of our policies and practices on disabled people.*

a) *Recruitment, development and retention of disabled employees*

The school is aware of the 'Access to Work' Scheme and reasonable adjustments will be made for disabled applicants. Job advertisements state that the school is committed to equal opportunities.

Even though there is no legal obligation to disclose a disability, staff are given opportunities to raise personal issues through line management, they are reassured confidentially of their information and that appropriate reasonable adjustment will be made.

b) *Educational opportunities and achievements of disabled pupils*

Information on the disability of new pupils is collected as part of school admission enquiries.

Information on the disabilities of pupils is recorded in SIMs.

Pupils with disabilities and their parents/carers meet with the relevant school staff (SENCO, Student Welfare Officer, Student and Family Education Worker and/or Year Leader) to discuss their individual needs and ways in which barriers to inclusion can be overcome. This may lead to a Health Care Plan or special programme being written and disseminated to relevant staff. Progress of students with a disability is monitored through the school's tracking system.

Students with a disability who are underachieving are identified and raised at Inclusion Panel meetings to discuss appropriate adjustments or interventions.

Students with a disability are allocated a key worker who will monitor the student's progress and inclusion in school life including access to extra-curricular activities and trips. The key worker also works with the student to ensure they are able to voice their opinions.

c) *Information on other disabled people using our services*

Information on the disability of parents/carers is collected as part of school admission enquiries. The interview form states that all information will be treated confidentially and that it is necessary to receive relevant details in order to meet the needs of the child and his/her parent/carer. At the interview, parents/carers will be asked what reasonable adjustments can be made by the school to meet their needs.

3. How we will use the information gathered

Information on the disability of all school users will be used to inform the School's DES Action Plan.

4. How the impact of our school policies will be assessed.

This Disability Equality Scheme will be used when reviewing other school policies to ensure that the needs and views of stakeholders with disabilities are included.

5. Impact Assessment

The impact of the policy and practice will be assessed against the stated goals in the DES Action Plan. Stakeholders with disabilities will be consulted about their perceptions of the impact of the policy.

6. DES Action Plan (attached)

This will be updated annually to reflect the needs and views of stakeholders with disabilities.

Related documents used to review the policy:

- Equality Act 2010
- Children, Schools and Families Act 2010
- The Allen Review 2010
- UN Convention on the Rights of People with Disabilities.
- Disability rights commission code of practice for schools:
www.equalityhumanrights.com/advice-and-guidance/information-for-advisers/codes-of-practice

DES Action Plan

School: Brentside High School
 Action Plan: 2011 to 2012

Priority <i>(i.e what your are hoping to achieve)</i>	Action Required <i>(including necessary resources)</i>	Success Criteria	Timescale <i>(i.e when the outcome will be achieved)</i>	Responsible Person(s)
Improve information gathering mechanisms for: a) students	<ul style="list-style-type: none"> Add question about disability on student application form Train staff conducting interviews in DES Record disabilities in SIMS Ensure students' disabilities are correctly stored on SIMS 	<ul style="list-style-type: none"> Records in place on SIMS regarding disabilities 	September 2011	SGn
b) parents/carers	<ul style="list-style-type: none"> Add question about disability of parents/carers to student application form Train staff conducting interviews in DES including issues of confidentiality 	<ul style="list-style-type: none"> Records in place on SIMS regarding disabilities of parents/carers 	September 2011	SGn
c) existing staff/governors	<ul style="list-style-type: none"> Ask existing staff about their disabilities (no legal obligation, ensure confidentiality) 	<ul style="list-style-type: none"> Records in place on SIMS (only accessible to AJo, CDr and SGn) 	September 2011	SGn
d) new applicants	<ul style="list-style-type: none"> Add question about disability to staff application form 	<ul style="list-style-type: none"> Question on application form 	asap	CDr
Facilitating the involvement of disabled users: a) students	<ul style="list-style-type: none"> Appoint 2 extra student with disabilities to school council Consulting students with disabilities on their access to the curriculum, the environment and information 	<ul style="list-style-type: none"> 2 students with disabilities on school council Consultation group set up 	April 2011 July 2011	SMc SMc/PSn
b) parents/carers	<ul style="list-style-type: none"> encourage parents/carers with disabilities to join the parent forum 	<ul style="list-style-type: none"> Parents/carers contacted and encouraged to join 	July 2011	SMc
c) staff/governors	<ul style="list-style-type: none"> consult staff/governors with disabilities on their priorities for DES action plan 	<ul style="list-style-type: none"> Staff/governors consulted on DES action plan 	July 2011	SGn
d) promote positive attitudes to people with disabilities	<ul style="list-style-type: none"> Review PSHE programme to ensure positive attitudes to people with disabilities are promoted 	<ul style="list-style-type: none"> PSHE programme includes promotion of positive attitudes to people with disabilities 	July 2011	SMc/DSt