

Greenfields Community School

Disability Equality Scheme

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Senior Member of Staff Responsible

Designated Member of Staff

Governor Responsible

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Disability Equality Scheme- Guidance Notes

1. School Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

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.

Greenfields Community School already has a Equal Opportunities Policy – a copy of this is available on the school website (www.greenfields.nottingham.sch.uk) and also by request within school.

1.1 What do we understand by “disability”?

“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 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 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**
- **For a mental impairment the need for it to be clinically well recognised has been removed.**

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

This school uses the “social model” of disability, as adopted by Nottingham City:

“Greenfields Community School recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole” (SEN in Nottingham- A Guide for Parents & Carers p.14.)

For other definitions see the Disability Rights Commission website or the SEN Code of Practice

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The City Council recognises that social, educational and behavioural difficulties are part of this definition.

1.2 Schools Strategic Priorities

The Duty is intrinsically linked to the school's Aims and Objectives These are -

- To maintain high standards through teaching a rich and varied curriculum, ensuring all children reach their full potential
- To enjoy learning and teaching and to have fun
- To value and respect each other
- To draw on the strengths of our parents and our local community
- To create a safe and stimulating learning environment

2. The General Duty

We will actively seek to:

- **promote equality of opportunity between disabled persons and other persons**
- **eliminate discrimination that is unlawful under the Act**
- **eliminate harassment of disabled persons that is related to their disabilities**
- **promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.**
- **encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.**
- **take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.**
(DDA 2005 S.49A)

3. How we meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The curriculum on offer at Greenfields is available and relevant to all children, regardless of their need or ability.

These actions may include some priorities to increase access to the curriculum, the physical environment and the provision of information. They should include measures to increase participation such as: directly asking pupils with a disability to be on the student council; setting up a disabled pupils' council group; or advocacy support to help pupils with e.g. ASD participate in debates.

Specific actions will depend on what the feedback from your consultation says, and may include strategies to promote accessibility and make the environment more disabled friendly, such as creating a quiet place, improving signage, etc.

You may also need to take steps to ensure that children with disabilities can participate in lunchtime activities, school plays or school trips. You should also assess factors such as whether children are able to participate in all aspects of school life and how well children are achieving socially and academically. (See: "Implementing the Disability Discrimination Act in Schools and Early Years Settings" which can be ordered online at: www.teachernet.gov.uk/publications Ref:-DfES 0160 2006 or by calling 0845 600 9506.)

Many of the above will be included within your Disability Access plan

3.1 Involvement of Disabled People in Developing the Scheme

School records need to show all students with SEN and/or a disability and any actions taken to involve pupils and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc.

Action plans with definitive timescales are imperative as pupils and parents will need to know what will happen, how and when.

Schools need to recognise the range of barriers and discrimination faced by pupils with a disability and sometimes they will have to do that bit extra to tackle these. They will also need to keep including pupils, by asking them what they want on an ongoing basis.

The duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

3.2 Developing a voice for disabled pupils, staff and parents/carers -

Consider good practice for including pupils and parents/carers in review meetings, transition planning, etc. There should be also be a statement which clearly demonstrates how you are encouraging disabled pupils, staff and parents/carers to participate in public life. Involvement in the development and monitoring of both the scheme and the action plan is a good example of this.

3.3 The Governing Body -

Are governing body proceedings accessible? Are there clear links between parents and the governing body? How do you ensure people are aware of how the governing body contributes to the life of the school?, How does the governing body consult with parents/carers? Do you encourage disabled parents/carers/community members to become governors?

3.4 Removing barriers -physical, curriculum and information (communications) - making the school more accessible- refer to School Disability Access Plan

3.5 Disability in the Curriculum, including teaching and learning -developing positive attitudes etc

3.6 Eliminating harassment and bullying -Refer to school harassment and bullying policy- ensure latter is clear in how discrimination, bullying, harassment of disabled children and adults will be dealt with.

3.7 Reasonable Adjustments -How effective are reasonable adjustments and how do you measure their effectiveness? e.g. teaching and learning breaks, lunchtime, after school clubs and trips (out of school activities).

3.8 School Facility Lettings -Use by the community and PTA etc (e.g. more disabled parking if letting for a function- part 3 of DDA)

3.9 Contractors & Procurement -Are contractors employing disabled people?, is there training available to contracted staff on disability awareness?- are they aware of disability issues, including harassment and bullying particularly if in contact with pupils/staff?, (consider re:- catering/school staff are they aware who has food allergies (wheat, sugar etc) do they promote disability?

3.10 Information, Performance and Evidence

This falls into four broad areas:

- What information are you going to collect?
- How are you going to collect it?
- How are you going to analyse it?
- What are you going to do once you've analysed it?

Outline the arrangements the school has in place for gathering information about performance of the school on disability equality under the following headings. How will you monitor and act on these?

a. Pupil Achievement -Remember that information collected on pupils based on special educational needs categories will not necessarily capture all those pupils who are disabled.

b. Learning Opportunities -Include links with colleges for placements-target setting for pupils with learning difficulties e.g. every pupil should have 2 college offers- Connexions Data. Include measures of educational opportunities available to disabled students.

c. Admissions, Transitions, Exclusions (including SEBD) –e.g. are children with disabilities over-represented in your exclusion figures?

d. Social Relationships -What does the school do to improve social relationships between disabled pupils and also non-disabled pupils- can this be monitored, how can you show improvements?

e. Employing, promoting and training disabled staff -e.g. how representative are your staff of the school community? What does the monitoring of the promotion and training of disabled staff in comparison to non-disabled staff tell you?

3.11 Impact Assessment

Outline arrangements for assessing the impact of policies, procedures, functions and practices of the school on disability equality and improving these when necessary. How will you assess the impact of your new and existing policies on disabled people- consider tokenism and omission

Methods could include feedback from pupils with a disability and also their parents and/or carers. Some outcomes may be obvious, such as the increase in participation of pupils with a disability in out of school activities. However, others may at first not appear noticeable. For example, allowing pupils with e.g. ASD 'quiet time' during breaks and lunch may have a long-term impact on behaviour and anxiety. Schools should develop methods for assessing this type of impact.

The school scheme must detail how they have assessed and prioritised the impact, or likely impact, of all existing and new policies and practices on disabled people. The school is likely to have a 'back catalogue' of existing policies, so the school may want to develop a timetable for this process in the DES. The Disability Equality Duty Code of Practice provides information on how to make decisions about impact assessment. See (www.dotheduty.org) and "Implementing the Disability Discrimination Act in Schools and Early Years Settings". (This can be ordered free of charge online at: www.teachernet.gov.uk/publications Ref:- DfES 0160 2006 or by calling 0845 600 9506.)

Questions the school needs to think about are:

- What are the training needs of the school regarding the DES?
- Who will be involved in assessing impact and how will the school involve disabled people?
- How will the school determine priorities?
- Will the school need external expertise?
- Who will the school report the results to?
- Has contact been made with trade unions at the school?

3.12 Reviewing/Monitoring

Details of how the school is going to use the information gathered, in particular reviewing the effectiveness of its 3-year action plan and preparing the subsequent scheme. Self evaluate effectiveness of the scheme

How disabled people are being consulted in the production, setting targets and monitoring of the scheme. What action is being taken and by when, how will the school know when it has achieved its objectives?

The scheme must be reviewed and publicly commented upon each year and revised at least every three years.

Review Date : July 2019

Senior Member of Staff Responsible : Terry Smith (Headteacher) and Sarah Simpson (SENCO)

The scheme and action plan needs to be committed to by the highest level of authority you have - the Head Teacher & Chair of Governors (or equivalent). You may also want a member of staff with disability expertise to take responsibility for the day-to-day implementation.

Designated Member of Staff : Terry Smith (Headteacher)

Governor Responsible : Rebecca Kirk

Appendix 1 DES Action Plan

Outline the steps the school will take to meet the Duty. The Action Plan should highlight your priorities, and the specific outcomes you wish to achieve that will make practical improvements to equality for disabled people, how you're going to measure performance against these outcomes and the timetable you wish to achieve them in.

The action plan should also include the priorities of disabled people consulted.

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)