



# DISABILITY EQUALITY SCHEME

DATE AGREED: DECEMBER 2017  
REVIEW DATE: DECEMBER 2019

## 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.

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

1.1.1 Swallowdale is committed to this legislation; the elimination of discrimination and ensuring that wherever possible disabled people have the same opportunities as non disabled people in their access to employment and education. This policy is a statement of our commitment to disabled people.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- 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.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme sits alongside our Accessibility Plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## **1.2 The Involvement of Disabled Children and Young People, Staff and Parents**

1.2.1 In preparing this scheme, disabled people were involved in the following ways:  
Preparation of Action Plan

1.2.2 In the longer term as and when appropriate, disabled people will be involved in the following ways:

- a consultative group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures
- parental newsletters give opportunity for disabled people to disclose their disability.

- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability
- disabled staff have regular meetings with their line manager to discuss how the school can best enable them to work
- children and young people with disabilities have regular meetings with inclusion Manager to identify any perceived difficulties.

See attached Action plan

1.2.3 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

1.2.4 When seeking the views of disabled people, we use their preferred means of communication.

### **1.3 Gathering Information**

1.3.1 Disabled pupils and staff are identified through self-declaration recruitment and selection procedures, admission forms. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 Information on staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the school;

- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment, including disabled people
- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;
- develop in-house expertise about what disabled staff and/or pupils may require;
- provide role models for children and young people;
- bring different life experiences and new skills to the school; and
- help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility;
- satisfaction and enjoyment levels across a range of school activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or employment;
- access to school trips;
- involvement in after school clubs and activities;
- access to work experience placements;
- take up of careers advice.
- attainment and achievement of disabled learners
- exclusion rates of disabled learners

- admissions of disabled learners

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents preferential parking rights;
- ensure the needs of young carers are met;

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled governors;
- the accessibility of other governors activities.

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising school policies and procedures.

## **1.4 Impact Assessment**

1.4.1 In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar

situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

- 1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.
- 1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review.
- 1.4.4 There is a schedule written for the review of all policies over the lifetime of this scheme.
- 1.4.5 Our disabled consultative group will be involved at a suitable point in the revision of these policies.
- 1.4.6 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance. Practices with a high relevance will be take priority for assessment. Over the next three years, all practices will be assessed.

Practices assessed will include:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Homework
- Office routines
- Communication with staff
- Communication with parents

This list will be extended as further practices are identified.

- 1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.
- 1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:  
Policies, Procedure and Practices Schedule will be published in the Parental Newsletter. Anyone interested in the review to contact the Headteacher.  
Policies, Procedure and Practices Schedule is available to Governors.  
Policies, Procedure and Practices Schedule is available through the School Council.
- 1.4.9 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

## **2: Planning for Action**

### **2.1 Arrangements for the First Action Plan**

- 2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:
- improving information gathering mechanisms,
  - the mapping of policies and practices and
  - how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

- 2.1.2 The priorities for the school's scheme will in future be set in the light of:
- an examination of the information that the school has gathered;
  - the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
  - an assessment of the impact of current policies on disability equality.

- 2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

- 2.1.4 In writing our action plan, we have addressed the general duties to:
- Promote equality of opportunity
  - Eliminate discrimination
  - Eliminate harassment
  - Promote positive attitudes
  - Encourage participation in public life
  - Take steps to meet disabled people's needs, even if this requires more favourable treatment.

## **2.2 Annual Reporting**

- 2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:
- information gathered during the year
  - how that information was used
  - action points completed during the year and those that are ongoing.
- Disabled people will be involved in the process. This report will
- be published on the school website

## **3. Implementation**

### **3.1 Implementation, Monitoring and Evaluation of the Action Plan**

- 3.1.1 The implementation of the Action Plan will be overseen by the governing body.
- 3.1.2 The Action plan will be dovetailed with the School Development Plan  
The evaluation the effectiveness of our scheme will be reflected in our

discussions with our school improvement partner and with Ofsted when the school is inspected.

- 3.1.3 As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

### **3.2 Publication of the Scheme**

- Our scheme will be available to all on request and be included within our school prospectus

### **3.3 Reviewing and Revision of the Scheme**

- 3.3.1 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.

- 3.3.2 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.

- 3.3.3 The Scheme will be reviewed in Spring term 2013

- 3.3.4 The Headteacher will be responsible for initiating the review of this scheme.

