

FREDERICK GOUGH SCHOOL
a Specialist Language College

DISABILITY EQUALITY SCHEME

Contents

- Introduction
- Duties
- Definition and Explanation of Disability and Discrimination
- Definitions – Roles and Responsibilities
- Disability Discrimination (Public Authorities) Regulations 2005
- Action Points
- Procedures
- Responsibilities
- Monitoring
- Appendices

Introduction

The Disability Discrimination Act 1995 made LAs and schools responsible for ensuring that pupils and staff with a disability were not treated any less favourably than any other student or staff member.

The Act defined disability as ‘someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities. The effect must be substantial, long-term (lasted or likely to last for at least a year) and adverse’.

In 2005, the Disability Discrimination Amendment Act placed a duty on all public sector authorities to promote disability equality. All schools are required to publish a Disability Equality Scheme which is a framework on how to meet this duty.

Definition and Explanation of Disability and Discrimination

What is a disability?

"...someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities. The effect must be substantial, long-term (lasted or likely to last for at least a year) and adverse."

Impairments includes sensory; mental health issues; learning difficulties; dyslexia; diabetes; epilepsy; behaviour difficulties caused by underlying physical or mental issues. A student/staff member can have either a special need or a disability or both.

What is discrimination?

If a school treats a disabled student or member of staff less favourably than another because of his or her disability and cannot show that the particular treatment is justified, then the school may be guilty of discrimination.

Definition of Roles and Responsibilities

It is the duty of the Chair of Governors and Headteacher to ensure that the school has a Disability Equality Scheme. The day to day operation of this scheme should be the prime responsibilities of the Headteacher, SENCO and SLT especially those senior managers with responsibility for Access and Health and Safety. The school is also required to 'involve disabled pupils and their parents wherever they would appear to have an interest in the operation of the schools Disability Equality Scheme'.

The Scheme will show in its appendices how disabled students and staff are consulted and involved in the scheme's development.

This consultation programme will help the school meet the requirements of the 2006 legislation.

Disability Discrimination (Public Authorities) Regulations 2005

The legislation requires all schools to produce a working disability equality scheme which applies to students, parents, staff and other members of the public who have access to the school or who access the school for education purposes.

The scheme must apply to the school buildings and everything which happens in and around the school.

The Frederick Gough Disability Equality Scheme will assist the public authorities in meeting the General Duty. The General Duty means that all public authorities must, in carrying out their functions, have regard to the need to:

- Eliminate discrimination
- Eliminate harassment
- Promote equality of opportunity
- Take steps to take account of disabled persons disabilities, '*even where that involves treating disabled persons more favourably than other persons*'.
- Tackle systematic or institutionalised discrimination against the disabled.

Action Points

The Disability Equality Scheme is signed by the Headteacher and the Chair of Governors.

The SENCO/SLT will review this policy on an annual basis. Evidence from those directly affected by this policy should be taken every two years to test the relevance of the Scheme.

An Access review (Appendix 4) has been taken as a means of reviewing compliance to the Disability Act.

Those asked to complete the questionnaire for this review should be a sample of the following:

- Students with a disability
- Parents of students with a disability
- Parents with a disability
- Adults working in school with a disability
- Staff with direct responsibilities for access, health and safety, SLT members and team leaders (where relevant).

A review has been made of all policies to ensure that they meet the requirements of the Disability Discrimination Act 2005.

Appendix 1– the school’s Accessibility and Audit Plan

Procedures

1. The Access Review questionnaire will be carried out annually and its outcomes acted upon.
2. To ensure that all statements of purpose (prospectus, brochure, information packs) promote the fact that the school has equal opportunities. The school should show in all printed and electronically created material that the school is proactive in access to the school premises and curriculum.
3. All admissions, transition and exclusion materials are reviewed with relevance to Disability Discriminations Regulations Act 2005.
4. Achievement of disabled students is monitored by assessing value added statistics in comparison with a cohort of similar educational attainment.
5. The Curriculum Deputy Head and all Curriculum Leaders evaluate curriculum choice and development with relevance to the Disability Equality scheme and work to promote open access to all disabled students.
6. The school encourages disabled students to attend Frederick Gough School.
7. Frederick Gough School should have schemes of work available that will help engage the disabled student.
8. The School Access Plan will be reviewed annually to ensure that physical and communication barriers do not restrict disabled students/staff.
9. Lettings and Community use of Frederick Gough School will be reviewed and access for all to the premises should be a long term goal, within budget constraints.
10. The Disability Equality Scheme for Frederick Gough School aims to eliminate harassment and bullying of the disabled students and staff.
11. The school is conversant with North Lincs Education Authorities policy of equal opportunities and actively promotes this policy when employing, promoting and training disabled staff.
12. All data collection, monitoring and assessment should enable staff to filter the results of disabled students so that an effective comparison can be made with an able bodied cohort. Staff will then be able to see any need for changes which will be needed to be made to curriculum, teaching, facilities or materials.
13. Adjustments to curriculum, teaching, facilities and materials will be an annual part of departmental reviews.
14. The Governors will review the outcomes from the Disability Equality Scheme annually.
15. All school policies should take into account the requirements of disability equality when reviewed.

Responsibilities – Who and When

Procedure number	Who is responsible?	When?
1	SENCO	Annually
2	Headteacher and the Deputy Head responsible for public relations.	Reviewed January 2007 and as new communications are produced.
3	Headteacher and SENCO	Reviewed September 2009 and as new communications are produced.
4	Assistant Head (assessment and monitoring), SENCO	Annually
5	Deputy Head (Curriculum) Heads of Department.	Annually
6	Headteacher, SENCO	Annually
7	Heads of Department	Initial review and then as each curriculum change comes on stream.
8	SLT (premises)	Annually
9	SLT (premises)	Ongoing
10	Headteacher, Assistant Head (Positive Behaviour), SLT , SENCO	Positive Behaviour Policy – constant review
11	Headteacher, SLT, HoD	Ongoing
12	SLT (assessment and monitoring), HoD	2010 (easy filtering system in place). Then ongoing as part of departmental review.
13	HoD	Annually
14	Governors	Annually

Monitoring

The targets of the Disability Discrimination Scheme at Frederick Gough School are to:

- Eliminate discrimination
- Promote the equality of opportunity for all
- Promote positive attitudes towards disabled people
- Encourage participation by disabled students, parents and staff in school life
- Effectively monitor the progress of disabled students.

Monitoring will be carried out by SLT on an annual basis. This will be done by:

1. Reviewing the responsibility chart
2. Comparing progress on the responsibility chart with the targets laid out in the monitoring section.

Appendices

Appendix 1

Accessibility and Audit Plan

Appendix 2

Checklist for consultation

Appendix 3

Checklist for reasonable adjustments in the classroom for all staff to go with the start of term pack.

Appendix 4

Questionnaire answered by 3 staff and 4 students with disabilities. The main concerns, a hearing loop in one room only, conveniences not being at the right height or lacking ease of access for the disabled and access to south block floors 1 and 2. In questionnaires to staff and students with disabilities the following were deemed 'unsatisfactory' (disagree). (A5, D1, G2, G3, G5).

Appendix 5

Proforma Access Plan Questionnaire.

Appendix 1

ACCESSIBILITY AUDIT AND PLAN

LOCATION	EXISTING PROVISION	PROPOSED CHANGE/IMPROVEMENT
APPROACH AND CAR PARKING	<p>Main entrance is equipped with ramp and handrail for ease of access by wheelchair users. Double door allows access for wheelchair but really needs to be changed to one wide leaf and one narrower. No clear differentiation between door and frame for visually impaired users. Glazed panels allow good view for wheelchair users.</p> <p>Car park has provision for designated disabled parking close to the front entrance. Area is well lit and step nosings are clearly marked. Disabled parking/turning area has been marked out also on the East Block car park</p>	<p>Main doors to be changed as funds permit - associated differentiation between colour of door and frame to be rectified at same time. Provision of Push/Pull signs on main doors to be addressed at same time.</p>
ENTRANCE FOYER	<p>Office entrance is clearly marked and provides easy access for wheelchair users. Reception counter has lowered areas to allow wheelchair users ease of communication. A phone is available at the lower level for wheelchair users. Waiting area has space for wheelchair users.</p> <p>No hearing loop is fitted.</p> <p>Foyer is equipped with platform lift to allow for disabled access to hall, dining area and disabled toilet facilities.</p>	<p>To be rectified as funds permit or through BSF programme.</p>
HALL	<p>Wheelchair access by means of platform lift.</p> <p>No hearing loop facilities available.</p> <p>Fire exits clearly marked and accessible for wheelchair users.</p>	<p>To be rectified as funds permit or through BSF programme.</p>

<p>CORRIDORS AND STAIRWAYS</p>	<p>Corridors are clear of obstacles to allow free movement for everyone including those in wheelchairs. Main entrances and exits to North, South, West, Central and East blocks have ramps for wheelchair access. Surfaces are slip resistant and have nosings marked and handrails fitted where appropriate. Not all entrances are fitted with differentiated paving for visually impaired.</p> <p>Most corridors have clearly defined colour difference between floor and walls to help visually impaired. Excessively monochromatic colour schemes are avoided to provide floor and wall surface contrast.</p> <p>Corridor lighting in most areas is good.</p> <p>Corridor doors are of correct width to meet current legislation for disabled access. Door furniture in corridors can be easily grasped.</p> <p>Some classroom door handles in West and Central blocks are difficult to turn.</p> <p>Vision panels in most classroom and office doors are too high for wheelchair users.</p> <p>Signage along corridors is in upper and lower case as required and colour contrast is good.</p>	<p>To be rectified as funds permit or as general maintenance is required.</p> <p>Any necessary decoration to be carried out as part of our ongoing programme of decoration.</p> <p>Lighting is being upgraded as part of our ongoing premises development – next phase to begin in new financial year.</p> <p>Door handles to be replaced as funds permit or as part of ongoing maintenance.</p> <p>To be corrected as part of maintenance programme or through BSF.</p> <p>No provision for tactile signage. To be rectified as funds permit.</p>
---------------------------------------	---	--

LAVATORIES	<p>One unisex wheelchair accessible facility is available. Emergency call button is fitted with visual and audible alarm. Flooring is anti-slip and provides sufficient colour contrast with walls.</p> <p>Disabled toilet and shower facilities now completed in West Block.</p>	Provision of more disabled toilets in South block as funds permit.
PASSENGER LIFT	<p>Passenger lift provides disabled access to North, Central and West upper floors. Unobstructed space of more than 1500x1500mm minimum is available on each landing for wheelchairs. Controls at point of call and within car are within reach and clearly visible from both standing and seated height. Audible announcements are made within lift. Braille signage provided at point of call and in lift for visually impaired.</p> <p>In case of fire lift is not to be used and evacuation will be by means of evacuation chairs situated on landings.</p>	Evacuation chairs are fitted on landings in secure cabinets.
MEANS OF ESCAPE	<p>Each block has at least one fire exit equipped with ramp to regulation standards.</p> <p>Fire alarm system has no visual warning.</p> <p>Fire exit signs are clearly visible on corridors and at exits but no tactile signs are provided.</p>	<p>To be addressed under BSF programme.</p> <p>Provision of tactile signs as funds permit.</p>

APPENDIX 2

Checklist for consulting with disabled people/pupils

1. Are you consulting as early as you possibly can?
Disabled people may need more time for consultation, for example, translating reports into Braille will add time to the consultation process.
2. Are you clear about what you are consulting on and where you expect disabled people to have an input?
3. Is your meeting at an appropriate time to meet all disabled peoples needs?
Morning meetings can be difficult for some disabled people.
4. Are you planning to report back on what views you received and what you have done as a result?
5. Does the venue have level or ramped access?
6. Are car parking facilities adequate?
7. Does the venue have accessible toilets?
8. Does the venue have an induction loop installed?
9. Do you need to arrange for sign language interpretation?
10. Do you need to provide practical help and assistance at the meeting?
11. You need to make written information available in Braille, large print, on tape or computer disk.
12. Some people might need note takers, lip speakers. Have you checked this out with everyone to let you know of any access issues in advance?
13. Have you made sure that images are described for visually impaired people, or that tactile information is available?




APPENDIX 3




Checklist for reasonable adjustments in the classroom




1. Pre-planning information
2. What preparations have you made with the class/group?
3. Lesson planning: how will you support the needs of all learners?
4. What different teaching styles are you going to use?
5. Prepared materials




Appendix 4

ACCESS REVIEW Date: / /

Access Element	Disagree	Don't Know	Agree	Suggested Improvements
				
A. Staff Development, Knowledge and Awareness.				
1. Staff know how to make pupils with disabilities feel comfortable.				
2. Pupils and adults with disabilities are not discriminated against in any way when they visit the school.				
3. Staff seem comfortable relating to pupils with all types of disabilities.				
4. If asked, staff can identify all of the resources within the school that are available to assist pupils with disabilities.				
5. Staff know how to use, and how to instruct on the use of, all of the assistive technology that is available in the school.	✓			Assistive technology being lifts and support for evacuation – not all staff are trained.
6. Staff are aware of the Disability Discrimination Act, the Disability Discrimination Scheme and the resulting ramifications within the school.				
B. Curriculum Accessibility				
1. All staff are aware of all vulnerable children and young people and they are made welcome in the school.				
2. Appropriate support is available as part of the Schools Usual Differentiated Curriculum, at School Action, at School Action Plus and for Statemented Pupils.				

Access Element	Disagree	Don't Know	Agree	Suggested Improvements
				
3. Personalised Education as appropriate within the school e.g. options selection, alternative provision and alternative accreditation.				
4. Children and young people are informed about all the support available that is appropriate to their needs.				
5. Staff recognise and respect the right of children and young people to refuse any special assistance.				
6. Confidentiality is assured, and information is <i>not</i> shared with third parties unless permission is obtained from the children or young person.				
7. Teachers and support staff should not make assumptions about the limitations of children and young people just because they have a disability.				
C. Communications				
1. Signs throughout the school are shown in appropriate language to support pupils within the school.				
2. School will employ methods to ensure that school communications reach home and are not left to the responsibility of children and young people with disabilities				
3. Resources and materials are provided in formats appropriate to the needs of children and young people with disabilities or for whom English is a second language. (e.g., Braille, signage, other languages interpreting services for the deaf, etc.).				
4. Staff can respond to, or know where to go for, assistance to enable them to respond to the special communication needs of children, young people and their families. (eg, Braille readers, sign language interpreters, etc).				

Access Element	Disagree	Don't Know	Agree	Suggested Improvements
				
5. Resources and materials used in school depict people with disabilities in a positive light.				
6. Information and promotional materials reflect the fact that the school is an equal opportunity establishment.				
D. Electronic Resources				
1. Children and young people with disabilities have the same access to computers and all ICT resources as do other pupils	✓			ICT equipment in South Block in S13 is restricted because there is no lift to access these facilities.
E. Partnerships				
1. The school can advised children, young people with disabilities, and their families of national and local organisations where they might get support and assistance in meeting their disability				
F. Involving People with Disabilities				
1. Children or young people with disabilities are appropriately represented on the school council and on other bodies that represent student views.				
2. Children and young people with disabilities are actively encouraged to participate in additional school activities e.g. performances, trips, clubs, teams etc				
3. The school makes a positive effort to recruit and hire staff that have disabilities.				

Access Element	Disagree	Don't Know	Agree	Suggested Improvements
				
G. Physical Accessibility				
1. Children, young people and their families do not experience any problems in gaining physical access to the school.				
2. An adequate number of parking spaces are available for people with disabilities near the main entrance of the school.	✓			One disabled bay only.
3. Children and young people do not experience difficulties in getting from one location to another within the school.	✓			Stairs and corridors are overcrowded and narrow. South Block has no lift access. All stairs have 180° turns.
4. Most of the seating accommodations within the school are flexible enough to accommodate the movements of people in wheelchairs and other mobility impaired children and young people.				
5. Ramps, wide doors and lifts are installed to give access to all areas of the school.	✓			There are no wide doors to all classrooms. There is no lift to East Block.
6. Railings have been installed, as appropriate, on stairwells and ramps.				
7. Carpets are fitted in all appropriate classrooms or areas of each classroom; they are also fitted with a hearing loop to enable better access for those with a hearing disability.				
8. Colours used in decoration enable improved access for those with a visual disability.				
9. Water fountains, door handles, mirrors, and other conveniences are located where children and young people with disabilities can reach them.				

Appendix 5

ACCESS PLAN Date / /

TARGETS	STRATEGIES	OUTCOMES	TIMEFRAME	ACHIEVED
SHORT TERM				
<u>Staff Development, Knowledge and Awareness</u> <u>Human Factors</u> <u>Communications</u> <u>Electronic Resources</u> <u>Partnership</u> <u>Involving people with Disabilities</u> <u>Physical Accessibility</u>				

MEDIUM TERM				
<p><u>Staff Development, Knowledge and Awareness</u></p> <p><u>Human factors</u></p> <p><u>Communications</u></p> <p><u>Electronic Resources</u></p> <p><u>Partnership</u></p> <p><u>Involving people with Disabilities</u></p> <p><u>Physical Accessibility</u></p>				

LONG TERM				
<p><u>Staff Development, Knowledge and Awareness</u></p> <p><u>Human factors</u></p> <p><u>Communications</u></p> <p><u>Electronic Resources</u></p> <p><u>Partnership</u></p> <p><u>Involving people with Disabilities</u></p> <p><u>Physical Accessibility</u></p>				