

The following policy was written after consultation with Individual Needs staff, governors, parents of pupils who have a disability and pupils who have a disability.

WOMBWELL HIGH SCHOOL

A Humanities College

Disability and Equality Policy

PART ONE: POLICY

PART TWO: ACTION PLAN

INTRODUCTION

Wombwell High School welcomes its general responsibilities under part 5 of the Disability Discrimination Act (Disability Equality Duty) to have due regard to the need to:

- **Promote equality of opportunity between disabled and non-disabled people;**
- **Eliminate discrimination that is unlawful under the Disability Discrimination Act (DDA);**
- **Eliminate harassment of disabled persons that is related to their impairments;**
- **Promote positive attitudes towards disabled people;**
- **Encourage participation by disabled people in public life; and**
- **Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.**

This policy and the accompanying action plans will 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 people 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**

SCHOOL ETHOS, VISION AND VALUES

At Wombwell High School we are committed to ensuring the equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment. This school uses the “social model” of disability as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled

DEFINITION OF DISABILITY

The Disability Discrimination Act 1995 defines a disabled person as someone who has a “physical or mental impairment which has a substantial and long-term adverse effect on his or ability to carry out normal day-to-day activities”

- **A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.**
- **Substantial means more than minor or trivial.**
- **Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person’s life.**

- **Normal day-to-day activities cover the following categories: Mobility; manual dexterity; physical coordination; continence; ability to lift, carry or otherwise move everyday objects; speech; hearing or eyesight; memory or ability to concentrate; learn or understand; perception of the risk of physical danger.**

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. (Some examples of this would be those pupils who have ADHD or epilepsy and who take regular medication.)

KEY AIMS

1. To identify those pupils, employees, governors, parents and carers who are disabled.
2. To involve these people in identifying priorities and barriers using a working group (see action plan.)

EDUCATIONAL OPPORTUNITIES AVAILABLE TO AND THE ACHIEVEMENTS OF DISABLED PUPILS

- **The school will identify the disabled pupils in school and ensure that this information is known by all staff;**
- **We will regularly collect information on the disability of new pupils as part of school admission;**
- **We will ensure that pupils feel comfortable in raising issues or difficulties they have as a result of their health condition and/or impairment;**
- **We will hold data for those pupils who have a disability and monitor and track their progress throughout their time in school;**
- **We will seek to improve ‘pupil voice’ and feedback by monitoring the opportunities that disabled pupils have. This will include:**
 - *Positions of responsibility held*
 - *Satisfaction/enjoyment levels in different school activities*
 - *Levels of behaviour/anxiety*
 - *Areas of the curriculum which present particular challenge, or to which pupils have restricted access*

- *Areas of the school where pupils have no access or impeded access*
- *Aspirations/ambitions for the future*
- *Success of transition out of school*
- *Access to school trips*
- *Involvement in school and after-school clubs*
- *Access to Work Experience placements*
- *Take up of carers/Connexions advice*
- *Exclusion figures for disabled pupils*
- *Social relationships between disabled and non-disabled pupils*

DISABLED PARENTS, CARERS AND OTHER USERS OF THE SCHOOL

There is no statutory requirement to collect information on disabled parents, carers and other users but it becomes difficult to “do the duty” without this information.

- **We will endeavor to ask about health conditions/disability that parents/carers may have in admissions, especially if this information may affect the pupil (i.e. a young carer)**
- **We will reassure parents/carers about the confidentiality of disclosure and explain why the information is being requested**
- **We will endeavor to relay messages and written information by phone to those parents/carers who may not be able to access written formats**

HOW WE WILL ASSESS THE IMPACT OF OUR POLICIES

We recognize that all our school’s policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

- **The policy will be reviewed annually in the Summer term, and those parents/carers and pupils who wish to take part in this process and we will seek their views;**
- **Priorities will be identified at this time and will form part of the action plan for the next year;**
- **The SEN governor will be asked to join this working party.**

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Disability and Equality Action Plan

The Disability and Equality Action Plan will set out the steps that the school will take to meet the general duty. Priorities will be set in the light of;

- An examination of the information that the school has gathered
- The messages that the school has heard from disabled pupils, staff and parents/carers who have been involved in the development of the plan
- An assessment of the impact of current policies on disability equality (including the school's Individual Needs Policy.)

We have produced a disability equality Action Plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

This plan will outline the steps we are taking to improve:

- Curriculum access
- Provision of information to disabled pupils
- Physical access

This plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in the Disability and Equality policy.

This will be reviewed and revised in the Summer Term every two years and will involve as many pupils, parents, staff and carers as possible.

Review Date _____

Senior member of staff Responsible _____

Designated member of staff _____

Governor Responsible _____

WOMBWELL HIGH SCHOOL DISABILITY EQUALITY ACTION PLAN

| Target | Action Needed | Person (s) Responsible | Timescale | Available resources | Outcomes (with success criteria where appropriate.) | Arrangements for monitoring and evaluation |
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| Curriculum | To ensure that the curriculum raises disability equality issues, and that staff are aware of the disability content of different parts of the curriculum. Promote positive attitudes towards disability through imparting knowledge of a range of disabilities. | AM | July 2012 | Schemes and resources already available to departments. | Evidence of raising disability/equality issues will be present in schemes of work. Staff teaching this will be familiar with the content and issues raised. | AM/JOR to look at schemes and plan what other resources may be used and where these would be used in the curriculum. |
| Behaviour and Exclusions | To ensure that the behaviour policy is differentiated with reasonable adjustments for disabled pupils. | JOR/ AJ | July 2012 | Present school behaviour policy/LA exclusions data | The behaviour policy will have reference to 'reasonable adjustments for disabled pupils' including those pupils who have a behavioural disability such as | Monitored on a regular basis. |

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| | | | | | ADHD and Aspergers Syndrome. | |
| Teaching and Learning | <p>The school to ensure all teaching staff are aware of the inclusion statement and apply this in their planning and teaching. To have planning time made available for teachers and teaching assistants.</p> <p>To ensure that pupils' individual needs are met through the differentiation of curriculum and resources.</p> | AM | July 2012 | <p>Include Inclusion statement and policy in INSET – staff to have group list of all pupils who have a disability.</p> <p>To develop IPPs that have teaching and learning styles as well as pupils' individual strengths and weaknesses as part of their support.</p> | <p>Staff will have INSET about the Policy and will refer to this in their future planning.</p> <p>Time will be given to teaching assistants and teachers in departments to look at their resources/teaching and learning for pupils with disabilities.</p> <p>Time given for planning and reviewing from IN staff.</p> | <p>To be monitored after INSET to see impact on group – AM to monitor progress of pupils as a cohort on a termly basis.</p> <p>IPPs written for pupils within their first six weeks of being in school.</p> |
| Data collection, monitoring and assessment | <p>The school will identify all the disabled pupils in the database. Disabled pupils will have their achievement</p> | AM | Ongoing | HoDs to have groups so that they are able to monitor and track progress on a regular basis. | <p>Pupils with disabilities will have their progress tracked regularly in yearly cohorts.</p> <p>They will be</p> | Termly. |

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| | pupils who need it. | | | after school clubs. | | |
| Medical and personal care needs | The school will consult parents/carers and pupils about procedures involving medication. In some cases, where necessary, a care plan will be written and distributed to relevant staff. | AM/MK | July 2012 | Care plans to be written involving the outside agencies wherever possible for all pupils. Matron to keep a copy of these. | Care plans will be written for pupils who have medical needs. These will be kept by matron and given to all staff who need to know about those pupils. Parents/carers will be contacted about these if they are updated and the involvement of medical professionals may be necessary. | December 2010 |
| Health and Safety | Evacuation procedures (e.g. fire alarm) will take into account the needs of all disabled pupils and staff. | DC/AM | July 2012 | To make use of the site and appropriate areas for the evacuation of pupils who need support. | PN will have a plan for the safe evacuation of those pupils who need additional support in getting out of the buildings. This will be given to all staff. | Pupils and TAs are aware of how to evacuate safely from each block. There is a meeting point for these pupils. |
| Participation and engagement | The school will look at the representation of disabled pupils on the School Council and in positions of | AM/DC | July 2012 | Register of pupils with responsibility to be taken. | All groups of pupils in the school council/responsibility groups will be looked at and the representation of disabled pupils will | |

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| | responsibility. | | | | be a factor in creating future groups. | |
| Eliminating harassment and bullying | The school's Anti-Bullying Policy will specifically refer to bullying that is directed at disabled children and adults. | JOR | Dec 2011 | Anti-bullying and behaviour policies to refer specifically to those pupils/staff who have a disability. | The policies will refer to pupils/staff with a disability. | |
| Employment | To ensure that the school monitors the number of staff who count as disabled under the DDA 1995. The school should provide additional time off for treatment of a person's condition without penalising them. | DS/JW | ongoing | The school monitoring system at time of interview. | The school will monitor and keep records of those staff who have a disability. Time off for treatment is given when necessary without any penalty. | |
| The governing body | To encourage all parents/carers to become governors and make parents aware of the responsibilities of the governors should they need to contact them. | IEB ongoing | Through IEB | Responsibilities of governors to be written on an annual basis in the school newsletter. | The governors report to parents on a regular basis. | |

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| Contractors and procurement | To ensure that the school employs all people. | JW | ongoing | None | The school will employ all people. | |
| | To ensure that all staff are aware of disability issues, including harassment and bullying. | AM/JRD | December 2011 | INSET time | Staff will be aware of disability issues and procedures around harassment and bullying. | |
| | To ensure that all contracted staff have a knowledge of pupils' medical needs. | AM | Anually | Dissemination of information to staff and IPPs. | Staff will have access to this information and it will be updated as and when necessary. | |