



DISABILITY EQUALITY SCHEME

Approved by the Governing Body 24th April 2010

Review

This scheme will be reviewed annually and the main findings will be reported to parents and to the full governing body.

School Vision

The school aims to develop young people's potential by nurturing their skills and knowledge, widening their interests and fostering appropriate attitudes and values so that they are able to find a meaningful and satisfying role in adult society and contribute to its well-being and advancement.

This involves the following aims, which are a modified version of the list quoted in the D.E.S. document "The School Curriculum" (1981) and although nearly 30 years old, are still very relevant:

- * to help pupils to develop lively, enquiring minds and the ability to question and argue rationally, and to apply themselves to tasks and physical skills
- * to help pupils to acquire knowledge and skills relevant to adult society
- * to develop awareness of religious and moral values and tolerance of other human groups, religions and ways of life
- * to help pupils to understand the interdependence of individual groups and nations
- * to help pupils to appreciate human achievements and aspirations
- * to help pupils to develop their powers of creative thought and to educate their feeling and sensibility

In order to achieve the above, each curriculum area has aims and objectives which are drawn up within a whole school approach that is built upon the policies and statements outlined in the following pages. The documentation for this is to be found in the Policy Book, the School Handbook and Department Handbooks.

No pupil should be anonymous at Cumberland School.

Duties

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.
- Prepare and publish a disability equality scheme to show how they will meet these duties.

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.

The General Duty

The duty requires school, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability and Discrimination Act.
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encouraging participation by disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favorable treatment.

Specific Duties

- Prepare and publish a disability equality scheme.
- Involve disabled people in the development of a scheme.
- Implement the scheme.
- Report on it.

[See Appendix 1 – 'Action Plan 2010']

Definition of Disability

The DDA 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 her ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

See Venn Diagram – Appendix 2.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

The definition covers a much larger group of people than is commonly thought. A report from the Cabinet Office suggests that about 772,000 children in the UK are disabled, equivalent to 7 per cent of all children and about 11 million adults, equivalent to 24 per cent of all adults.

SENDA 2001

For children and young people in schools, there is a significant overlap between those who count as disabled under the DDA and those who have special educational needs as defined by the Education Act 1996. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

This school uses the 'social model' of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. The social model recognises that society can be a factor which creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. All Learning Support teachers and Working Party Facilitators have been trained in Social Model Thinking and Person Centred Planning. The school uses person centred planning for all SEN Annual Reviews.

Aims of the Scheme

At Cumberland School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of disability. Under the disability equality duty all schools now need to take action to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity for all irrespective of whether they have a disability.

This action results in improved outcomes for all pupils, staff and parents/carers in all aspects of school life, in the wider community and in employment.

Although we take positive steps to address disability equality, we understand that there are many barriers that prevent pupils and staff from achieving and making the most of the opportunities we make available.

To promote disability equality it is vital that the differences between able and disabled experiences in school are understood so that our policies and practices can begin to break down these barriers.

However, we are aware of how factors such as ethnicity and social class can also impact on the achievement of disabled pupils and staff. This scheme supports our work as set out in our inclusion policy, Gender Equality scheme and Race equality scheme to tackle the many factors that affect pupil attainment. This scheme sets out the work we will take to promote the disability equality duty over the next three years.

Involving disabled people:

Action Plan – Autumn 2011

We are adopting a ‘Two Tier’ approach

All meetings with parents use a solution focused approach. A group of Inclusion Leaders comprising of mainstream children has been set up and they support and act as advocates for children with SEN.

Tier 1

Focus on working parties led by facilitators trained in Person Centred Planning. Groups will be set up to explore broad based issues with parents/pupils which will inform the Disability Equality Scheme.

Tier 2

Focus on a broader approach which will involve training for staff on Person Centred Planning and raising awareness of the social model of disability/personalisation agenda.

Gathering information

The school will:

- Collect and record data on disability with regards to pupils and staff and use it to provision map and improve provision of services.
- Monitor pupil achievement by disability to analyze and respond to trends or patterns in the data that may require additional action.
- Encourage pupils of all abilities to participate in ever aspect of school life. This will be shown through school supervised break and lunch activities for vulnerable pupils, access to early lunch to avoid crowds, access to school council, class and general responsibilities and full access to a wide and balanced curriculum.
- Ensure all pupils are given the same opportunities to participate in physical activity in and outside of school hours irrespective of their disabilities.
- Monitor bullying and harassment of pupils and use this information to make a difference.
- Change stereotypes in terms of disability actively in the school environment particularly through our year 7 work experience programme and our sports leaders scheme.
- Encourage pupils to consider career paths/occupations that are traditionally disability stereotyped.
- Ensure that the school environment is accessible and as welcoming as possible to visitors with disabilities. Ensure that open and parents’ evenings are held in accessible areas and there is access to the lift as appropriate.
- Ensure parents with disabilities are enabled to fully participate in their child’s education e.g. attending parents’ evenings, participating in school events.
- Strive to ensure that the governing body is representative of the pupils, staff and local community that we serve.
- Ensure pupils with disabilities have the smoothest possible transition to Cumberland School by offering them additional visits and opportunities to meet key staff prior to induction day. All parents of pupils with disabilities receive a ‘Parents’ guide to

Transition booklet are invited to a coffee morning in the third week of term to discuss concerns and feedback on the process via parental survey.

- We are aware that Newham has a 'two tick - positive about disabled people' symbol on all applications and we fully implement its 5 objectives.

Using the information gathered

This scheme will be reviewed on a regular basis including a review of the effectiveness of the steps set out in the action plan.

Cumberland School will publish a report on an annual basis, containing a summary of:

- the steps taken to fulfil the disability equality duty (the action plan); what has been done over the past year to eliminate discrimination and promote equality of opportunity and are targets being met?
- the results of the information-gathering carried out – what evidence has been obtained and what does it indicate?
- what has been done with the information gathered – what actions will be taken as a result of what the information indicates?

Monitoring and Reporting on the Impact of the Disability Equality Scheme

The school will monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of actions.

The scheme will monitor in a range of contexts including:

- pupil achievement
- exclusions
- recruitment, retention and career development of disabled staff
- participation

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

A yearly audit will be conducted which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This audit will be circulated to the Head teacher and Governors and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

A revised Disability Equality Scheme will be drawn up after a three year cycle.

Equality Impact Assessment

Impact assessment is the process which enables the school to identify and act on the need to modify policies and practices to have due regard to the need to promote disability equality.

The impact Equality Assessment Process Flow Diagram is included as appendix 3.
The proforma, including completed impact assessments are included as appendix 4.

The school will ensure that current and future policies and practices do not discriminate against anyone which may lead to disability inequality.

We will publish its assessment of the impact on disability equality issues of all policy developments and the methods for conducting such assessments.

We will:

- Identify the aims of the policy or practice.
- Collect evidence on the impact of policies on all those with a disability.
- When new policies are being developed, assess their likely consequences for those with a disability using the proforma included in appendix 5.
- Alter or amend proposed policies so that they promote disability equality and eliminate discrimination.
- Resource those changes appropriately.

Consultation

We will consult with disabled pupils/staff/parents or carers and other stakeholders to determine their priorities for the school with regard to disability equality over the next 3 years via:

- Disability Equality Focus Groups as per page 8 of this document.
- Annual Reviews
- Academic and PSP/IEP reviews
- Reintegration meetings
- Coffee mornings
- SPIN representative

Action Plan

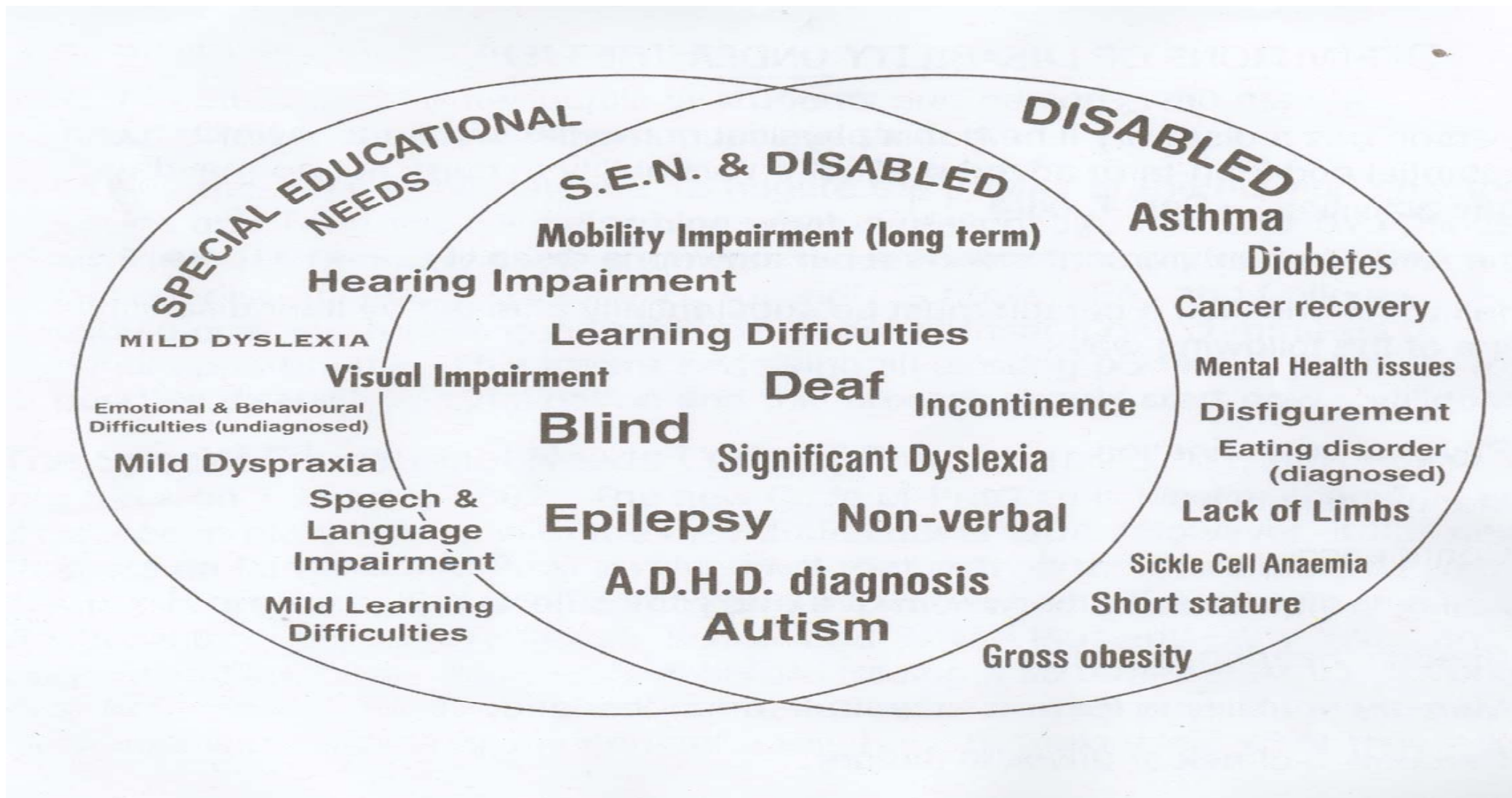
The following action plan outlines what will be achieved in the next three years with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2010-11 – Further issues may be added after the consultation with focus groups as outlined above.							
	<p>Identify the key disability equality issues at Cumberland School.</p> <p>Map the curriculum to identify areas of bias.</p> <p>Actively promote our procedures to eliminate harassment and discrimination on the grounds of disability in education and employment.</p> <p>Ensure that incidents of disabled bullying and harassment are recorded.</p>						

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	<p>Ensure that all pupils have equal access to a range of extra-curricular provisions.</p>						
2011-12							
	<p>Map all school policies to identify areas of disability bias.</p> <p>Analyse behaviour records and exclusions to obtain base line data related to disability.</p> <p>Assess the impact our policies and practices have in promoting disability equality on our pupils, staff and governors.</p> <p>Analyse information on recruitment and retention in terms of staff disability.</p>						

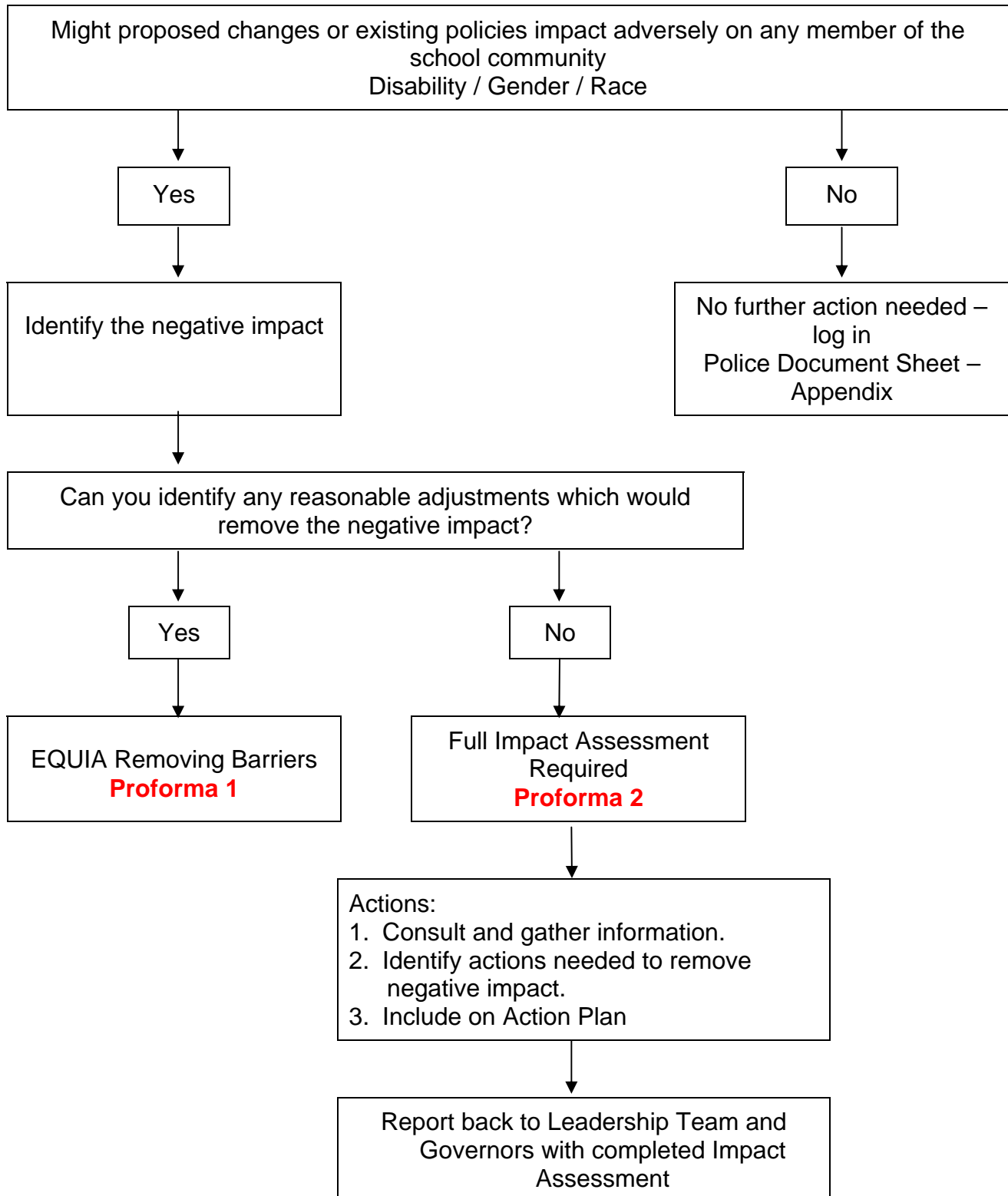
Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	Amend any existing equal opportunities/ diversity conditions to comply with disability equality duty.						
2012-13							
	<p>Assess the impact of new actions and practices which were introduced in years 1 & 2.</p> <p>Ensure that all the schools partners are meeting the disability equality duty.</p>						

Definition of Disability Venn Diagram



Equality Impact Assessment Process Flow Diagram

Initial Screening



Proforma 1 (not full Impact Assessment)
Identifying and Removing Barriers

Outline the change and the adverse impact. (Who and how – impact)

Identify reasonable adjustment which will remove the barrier or negative impact.

Please fee this back to Leadership and Governors also retain completed forms in your Disability / Gender / Race Equalities Scheme.

Signed: _____

Date: _____

Proforma 2 Full Equalities Impact Assessment

A change we are making in the school is likely to have an adverse effect within our school community.

Disability / Gender / Race

We need to involve and gather information on how to minimise the adverse effect and promote equalities.

Outline the policy change or change which will have an adverse impact (who and how)

Who we involved in our discussion about the change

Key points which will help us to minimise adverse effect and promote equality from information gathered

Decision taken

Action to be taken – must NOW be included on Disability / Gender or Race Equality Action Plan

Action	Key Person	Success Criteria	Completed By	Reviewed By

Please report back on completed Impact Assessments to Leadership Team and Governors – retain completed Impact Assessment Forms in your Disability / Gender / Race Equality Schemes.

Signed: _____

Date: _____

Appendices

1. Action Plan
2. Definition of Disability Venn Diagram
3. Equality Assessment Process Flow Diagram
4. Impact Assessment
5. Policy Review and Screening Proforma

Head teacher Signed

Chair of Governors Signed