

**Eastbrook School**



**Disability Equality Scheme**  
Incorporating

**The School Accessibility Plan**  
**November 2018**

***Together we Learn***

## **The Eastbrook School community reflects, promotes and celebrates diversity.**

### ***Duties under Part 5A of the DDA require the school to:***

- promote equality of opportunity for disabled people: students, staff, parent / carers and other people who currently use the school or may wish to.
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme sets out how the school will promote equality of opportunity for disabled people.

### ***Duties in Part 4 of the DDA require the school to plan to increase access to education for disabled students in 3 ways:***

- increase the extent to which disabled students can participate in the school curriculum.
- improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- improve the delivery to disabled students of information which is provided in writing for students who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled students and as such incorporates the school's Accessibility Plan.

At Eastbrook School we are committed to establishing equality for all students, their parent / carers, staff and other users of the school. This is reflected in our school aims, which state:

We strive to be a centre of excellence for the whole community, where all learners and visitors are included, inspired and empowered. All achievement is celebrated and learners are encouraged and supported to face challenge with resilience and dignity. Our students may be ambitious with a clear drive to succeed in a chosen career, or they may have yet to decide the direction they wish to take. They will be expected to work hard; they will definitely have the opportunity to achieve in the widest sense; from academic excellence to sports and the arts, in leadership and entrepreneurial endeavour, in voluntary service and community involvement.

We want our learners to feel good about themselves; to know that they have something to offer and to aspire to achieve their goals. We want them to feel safe and secure. We want them to feel value within their community and able to contribute. They will achieve the best possible examination results they can. Academic success opens up opportunities for learners; it provides the chance to move into new areas of study and eventually into a wide range of work and lifelong learning. This is true for all our learners. We are committed to making sure that everyone has access to the same levels of opportunity.

### ***The Disability Discrimination Act, (2010) 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.**

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

We have involved parent / carers, students and staff in devising this scheme

In preparing this scheme, disabled people were involved through discussion and consultation.

This scheme is shared with all staff when joining the school and each September.

In the longer term, disabled people will be involved in ongoing consultation as the school develops.

- Admissions procedures and evaluations provide disabled people with the opportunity to disclose their disability. Outcomes are analysed alongside other communications within and directed to the school, in order to identify any issues relating to the person's disability or the need to adapt a process or school system.
- student surveys, options and careers interviews, the annual review process and all other interviews and questionnaires, as part of the normal cycle of self-evaluation and support, are also used to identify any issues relating to a student's disability.
- disabled staff have meetings, as often as required, with the Headteacher to discuss how the school can best enable them to work.
- young people with disabilities have regular meetings with their Key Worker of specialist teachers to identify any perceived difficulties. The SENCO makes recommendations to the Headteacher where additional concerns arise.

We do not presume that the views held by the parent / carers of a disabled young person are shared by the student and therefore always seek to gain the views of both parent/carer and the student themselves.

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

## **Gathering Information**

Disabled students and staff are identified through recruitment and admission procedures and self declaration. Data protection legislation will be observed in sharing this information.

Disabled parent / carers, and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

We explain to parent / carers, staff, community users and students why the information about disability is needed.

### **The information about disabled staff and students 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 students.

### **The information about disabled parent / carers and community users will be used to assess:**

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

### **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.

- in training and professional development opportunities.
- in disciplinary and capability proceedings.
- in harassment and bullying procedures.
- among those who take sick leave.
- among those leaving the profession early.

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.
- develop in-house expertise about what disabled staff and/or students may require.
- identify a named person to lead on Disability Equality at Eastbrook School in partnership with the SENCO
- provide positive role models for students.
- bring a range of life experiences and skills to the school.
- 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. **Appendix Two**

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

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

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.

## **Impact Assessment**

In line with the Local Authority 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.

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.

All policies when next reviewed will assess the impact of the said policy on disabled people. A disabled consultative group will be involved at a suitable point in the revision of all policies.

As a first step towards assessing the impact of practices on disabled people, the procedures and practices of the school will be identified and prioritised by relevance.

### **Including:**

- Recruitment practices
- Teaching approaches
- Furniture requisitions
- Classroom routines
- Registration routines
- ICT planning
- Planning for School trips
- Arrangements for activities shared with outside agencies
- Homework
- Office routines
- Communication with staff
- Communication with parent / carers

This list will be extended as further practices are identified.

All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the regular cycle of policy and practice updates.

Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people at each review.

## **Planning for Action**

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.

## **Annual Reporting**

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 form part of our reports to Governors, newsletters and web site.
- form part of the governors' annual report
- be published in the school prospectus
- be published on the school website

The people responsible for producing the Annual Report are the Disability Equality Lead, SENCO and Headteacher.

## **Implementation**

The Action plan will be aligned with the 3 year School Development Plan and yearly Raising Attainment Plan.

## **Publication of the Scheme**

Our scheme will be published

- on the school web site
- on the school intranet
- It will be available in paper format to anyone on request.

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

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 students, staff and parent / carers.

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 students, staff and parent / carers.
- be based on information that the school has gathered.

The Scheme will be reviewed every three years.

## **Accessibility Plan**

The school has worked closely with the Local Authority to ensure that the building is fully accessible to all students, parent / carers and visitors. All buildings have disabled access and where stairs are not able to be used, ground floor rooms are made available for meetings. We provide interpreters wherever necessary.

Our curriculum is designed to meet student's individual needs and accessibility issues are taken into account during planning. This is always done in conjunction with the student.

Extra curricular visits increasingly take account of student disabilities.

## **Appendix One:**

### **Access to Work**

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a Deaf or partially hearing person who may need support at an interview.
- a reader at work, for a blind or visually impaired person.
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability.
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment.
- someone to support communication for a person with a hearing impairment.
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you.
- Contacting the Local Authority Human Resources Team for information.

## Appendix Two

### Definition of Disability used at Eastbrook School

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), epilepsy. 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.

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.