

## **DISABILITY EQUALITY SCHEME**

Reviewed : May 2019  
Next review: May 2020

By: Rabbi Yodaiken

### **Introduction.**

The Equality Act 2010 requires that schools develop a single equality scheme, to include the present statements applying to race, gender and disability, The present individual schemes will be incorporated into the single equality scheme, but arrangements for their review should continue, including appropriate consultation.

### **Promoting Disability Equality**

This scheme operates to ensure each and every person at our school who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrated ways.

We will maintain information about all our school members whose impairment affects:

- 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 the risk of physical danger

We will embrace all disabilities including those due to:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing or Sight impairments
- Mobility Difficulties
- Mental Health or Learning Difficulties

We will advertise the name of our designated Lead Professional for DES (Mrs R Owen – Human Resources Administrator) who will ensure, in addition to the annual review, that disabled school members are involved in discussions about policy or practice changes that occur at times during the year.

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The Lead Professional for DES will involve disabled school members and others in the production, delivery, monitoring and evaluation of an annual Action Plan for disability equality.

### **Monitoring Disability Equality**

We will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that school has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices we will give all staff members the opportunity to raise personal issues throughout the school year. (See Annex 2)

We will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition. (See Annex 3)

When admitting new pupils to the school we will ensure information about disability is shared.

When appointing new staff we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The Lead Professional for DES will collate information about the recruitment, development and retention of disabled employees based on data collection and on staff interviews. (See Annex 4) The results will be reported to the Governing Body and incorporated in the public minutes of the Governing Body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

The Lead Professional for DES will collate information about the educational opportunities available to and achievements of disabled pupils based on data collection and on pupil/parent interviews. (See Annex 5) The results will be reported to the Governing Body and incorporated in the public minutes of the Governing Body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

### **Developing Disability Equality**

The Lead Professional for DES will gather together all the information relating to disability equality in order to produce an Annual Action Plan. (See Annex 6) In producing this plan there will be involvement of representatives of anyone in school who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Action Plan will incorporate success criteria against which progress will be measured.

A key feature of the evaluation of our developing disability equality scheme will be its impact on disabled children and adults. Impact assessments will be an essential element of our review process and will focus on the extent to which we have taken the right actions and the extent to which school activities do not inadvertently disadvantage disabled pupils, employees, parents and carers and any other disabled people using the school's facilities.

All Action Plans will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled pupils though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled pupils who also have special educational needs. Specific goals will also be set for increasing the number of disabled staff employed by the school though the appropriateness of this will be considered in relation to the size and location of our school.

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## **Impact Assessment**

As well as evaluating the actuality of the impact of our policies and practices (See Annex 7) we will record the perceptions of disabled pupils and their parents and the perceptions of disabled adults. This will be undertaken in the following ways:

- The impact of policy and practice will be monitored against the stated goals of the initial DES and the subsequent Annual Action Plans.
- School Leadership will evaluate the impact of policy and practice
- School Governance will formulate a response to the progress made and the impact of policy and practice and their views will be taken into the record of a Governors' Meeting.

## **Action Planning**

The lead Professional for DES will maintain records of the initial Disability Equality Scheme and the subsequent Annual Action Plans. (See Annex 2).

Involvement of parents, carers and pupils will be maintained throughout the school year.

The response of the Governing Body will be contained in the public minutes of meetings of the Governing Body.

Every effort will be made to use plain language in the Action Plans to secure maximum clarity and understanding:

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### Disability Equality Scheme Annex 1

The following were involved in the formulation of this scheme:

Name	Staff member/Pupil/Parent/Community Member
Mrs S Sills	Staff
Mrs R Weisl	SENCO / parent liaison
Governors	Governors
Mrs R Owen	Lead

Signed: *R OWEN*

Lead Professional for DES

To be presented to Governors: Summer Term Full Governors Meeting 2019

## Disability Equality Scheme Annex 2

Record of discussions with disabled staff member or other adult

*This record may be completed by the individual school member, or by the staff member conducting the discussion.*

If issues of confidentiality arise the record may be completed anonymously and coded for accountability purposes.

Name (or reference code):	
Date	Discussion
Autumn Term 2015 and ongoing	<b>Disabled Parking on Site:</b> Three members of staff advised and solution found – Mrs Sills
Autumn Term 2015 and ongoing	<b>Building Adaptations and New Buildings:</b> Full Access requirements a priority for all adaptations and new buildings on the YHS site – Governors/Mrs Sills Access Report commissioned
Autumn Term 2016	<b>Reasonable Adjustment:</b> Specific equipment bought to enable 2 staff members to perform administrative and teaching role – Mrs Sills
Autumn Term 2018	<b>Reasonable Adjustment</b> Parking space reserved to assist mobility
Autumn Term 2018 Ongoing	<b>Reasonable Adjustment</b> Access to the lift

Date last reported to Governors: Summer Term Governors Meeting 2018

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### Disability Equality Scheme Annex 3

Record of discussions with disabled pupil or other young person

*This record may be completed by the individual school member, their parent or carer or by the staff member conducting the discussion.*

If issues of confidentiality arise the record may be completed anonymously and coded for accountability purposes.

Name (or reference code):	
Date	Discussion
Autumn Term 2015 and ongoing	<b>Disabled Parking on Site:</b> Four parents of pupils advised and solution found regarding improving access for pupils
Autumn Term 2015 and ongoing	<b>Pupil Assessment of needs (SS)</b> Risk assessment and modifications. Monitoring in place
Autumn Term 2015 and ongoing	<b>Pupil Assessment of needs (CTB)</b> Risk assessment and modifications. Use of lift (with accompanying staff member) Monitoring in place.
Autumn Term 2016 and ongoing	<b>Pupil Assessment of needs (RB)</b> Access via Gate 1 arranged as required, support in place, use of lift (with accompanying staff member), adjustments made to physical movement round school.
Autumn Term 2017 and ongoing	<b>Pupil Assessment of needs (RK)</b> Access via Gate 1 arranged as required, support in place, use of lift (with accompanying staff member), adjustments made to physical movement round school and medical requirements

Date last reported to Governors: Summer Term Governors Meeting 2018

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**Disability Equality Scheme Annex 4**

Recruitment, retention and development of disabled staff.

<b>Aspects of our DES that have enhanced recruitment opportunities</b>
Open to discuss any requirements Expanded parking on site with designated spaces
<b>Areas that currently inhibit recruitment opportunities</b>
Site logistics
<b>Aspects of our DES that have enhanced retention opportunities</b>
Expanded parking on site with designated spaces
<b>Areas that currently inhibit retention opportunities</b>
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<b>Aspects of our DES that have enhanced development opportunities</b>
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<b>Areas that currently inhibit development opportunities</b>
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Date last reported to Governors: Summer Term Governors Meeting 2018

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**Disability Equality Scheme Annex 5**

Educational opportunities, achievements and development of disabled pupils.

<b>Aspects of our DES that have enhanced educational opportunities</b>
Delivery of curriculum available to all
<b>Areas that currently inhibit educational opportunities</b>
<b>Aspects of our DES that have enhanced pupil achievements</b>
Pupil progress good – see school web site
<b>Areas that currently inhibit pupil achievements</b>
<b>Aspects of our DES that have enhanced pupil development opportunities</b>
<b>Areas that currently inhibit pupil development opportunities</b>

Date last reported to Governors: Summer Term Governors Meeting 2018





## Disability Equality Scheme Annex 6: Action Plans

Objective	Action	Performance criteria	Monitoring/Evidence collection/Evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?
Pupils: monitoring of needs for full access – ongoing.	SENCO: IEP for each child and action for Summer Term where physical classroom/building changes as the pupils move up a year.	Pupils have full access to education	IEPs Annual Review involving LA, Parent, School Staff Pupil results
Pupils: Medical requirements – ongoing	School Administrator (Pupils)/SENCO & Mrs Sills: identify and review needs of pupil(s) with serious medical conditions.	Pupils have full access to education	IEPs Annual Review involving LA, Parent, School Staff Pupil results
Review of Disability Access Audit – August 2015	Site Caretaker, Mrs Sills: Check list of actions completed and review next stage	Action completed	Action completed Arrange follow up Audit for August 2018
Staff Needs: approachability	Mrs Sills: communicate/liaison with staff to encourage those with requirements to come forward and discuss them so that adaptations can be offered.		

Date last presented to Governors: Summer Term Governors Meeting 2018

## Disability Equality Scheme Annex 7: Impact Assessment

Action	Impact on disabled children and adults	Extent to which we have taken right actions	Extent to which school activities have not inadvertently disadvantaged disabled pupils, employees, parents, carers and any other disabled people using school facilities.
Full Access	<p>Pupils able to thrive at YHS</p> <p>Staff able to work at YHS</p>	<p>Pupils are supported and reasonable adjustments made</p> <p>Staff are supported where issue known and reasonable adjustments made.</p>	<p>Pupils not disadvantaged</p> <p>Staff not disadvantaged</p>

Date last reported to Governors: Summer Term Governors Meeting 2018