

The Chantry School

Disability Equality Scheme

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

This Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan (Appendix 1)

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers students, staff, parents and users of the school.

1. Starting points

1A: Vision and Values: Chantry's Disability Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all students and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled students and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled students is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all young people to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to students' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;

- providing equality of opportunity through teaching approaches;
- using appropriate assessment approaches;
- Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

1B: Information from data and analysis of need

The Disability Discrimination Act 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.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainments on entry to Chantry shows a broad spread of ability. 13 pupils have a Statement of Special Educational Needs. Following an audit of needs we have concluded that approximately 19% of our pupils would meet the above disability definition and 3% of staff. We have updated school registration forms to include parents, siblings and grand-parents to evaluate who would also meet this criterion.

Staff training is monitored by Lisa Seabright Assistant Headteacher. See training school records for information related to SEN and disability training.

We recognise the need to ensure SEN and disability awareness is repeated to include staff that has joined the school since 2010 (see Staff Training Plan).

Over the last two years the attendance of pupils with disabilities has been in line with other students. No pupil with a disability has been excluded in that same period.

The school has an Accessibility Plan drawn up in 2007 by the School Bursar and have the following adapted facilities:

In the Main Building

- **Lift designed for independent user access.**
- **Ramps**
- **Availability of 'Evac' Chairs for use in emergency.**
- **Rise and fall benches in Science and Design specialist rooms.**
- **Rise and fall tables in the new library resource area.**
- **Adapted disabled toilets.**
- **Rise and fall sink in DT Food**
- **Rise and fall cooker in DT Food**
- **Spare wheelchairs.**
- **Shower facilities.**
- **Hoist in medical room/ disabled toilet.**

In Sports centre

- **Adapted bathroom shower area with hoists**
- **Disabled toilet**

The School Improvement Plan and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all students are included. Risk assessments are drawn up for all trips and include specific reference to students who have a disability that is not covered by the Local Authority generic risk

assessments. All trips take account of medical needs of students with information and care plans held by the schools medical assistant.

We recognise that we need to work more closely with the Extended Schools Co-ordinator to ensure activities planned are accessible to all.

Using lesson observations and screening tests we track and analyse the achievement of all our pupils. Through this analysis we have identified the following issues for our students with disabilities

- Although Teaching Assistants are well trained, we need to invest in training class teachers in maximising the use of additional adult support.
- Teachers and Teaching Assistants need more time to plan together, particularly to identify next steps and more focused target setting for individual students.
- Some students need to develop more independence. TA training to focus on encouraging independence.

The following policies will be reviewed by the Leadership Team to consider their impact on students, staff and parents with disabilities and the following actions agreed:

- Behaviour Code and the school rules
- Anti-bullying
- School trip venues to arrange additional risk assessment training)
- The administration of medicines and health care plans

1C: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme will continue to be informed by:

- A consultation with all students using the Healthy Schools' Audit.
- An annual parents' survey.
- Consultation with the School Council.

- An annual staff survey.
- Responses received from local community groups who hire the facilities.
- Consultation with the school EP and support service colleagues.
- ESCO consultations

2. Action

2A: Increasing the extent to which disabled students can participate in the school curriculum

See School Improvement Plan and Accessibility Plan (Appendix 1).

The school is committed to improving lessons to increase “personalised learning” and it is an area of focus within the current School Improvement Plan.

Many day to day operational tasks previously done by the SENCo to be delegated to Teaching Assistants freeing up the SENCo to operate in a more strategic way:

- Evaluating the effectiveness of interventions and relative effectiveness; introduction of provision mapping.
- observing more lessons and sampling lesson planning, looking specifically at target groups of students (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of student groupings;
- Monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

Heads of Year will review how well we are developing awareness of disability through the assembly programme and through visiting speakers.

2B: Improving the physical environment of the school to increase the extent to which disabled students, staff,

parents and others can access education and associated services

See School Improvement Plan and Accessibility Plan.

2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

See School Improvement Plan and Accessibility Plan

Admissions' Form filled in by parents/carers of new students to be amended to ask about access needs. Parents of new students are made aware that they can request letters, newsletters etc in different formats (e.g. in Braille, in simplified language, on audio-tape or video-tape, using a symbol system). Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information. Annual Parents' Survey to include a question about the newsletter and whether the format could be improved.

In addition various improvements are included in the Action Plan in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc).

3. Making it happen

3A: Management, coordination and implementation

This Scheme will be reviewed annually by the Headteacher, School Bursar, Assistant Headteacher- SENCo and SEN Governor. A report updating the Governing Body will be presented annually during the Spring Term to inform budget planning for the new financial year. The update will be preceded by consultation with students, staff and parents.

The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- SEN Self-evaluation Form
- School Improvement Plan;
- Asset Management Plan;
- Health and Safety Action Plan;

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- The Scheme is available on the school website
- A copy can be requested from the School Office or alternatively we can email it to you;
- The Scheme is also available in different formats (e.g. in Braille, simplified language, on audio-tape or video-tape, using a symbol system).

The Scheme is also available in number of languages

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken. The school will also write to local initial teacher training providers to make them aware of the accessibility of the school for a student with a disability.

