



St Anthony's Girls' School
Disability Equality Scheme

**September2009 -
September2012**

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1. School Ethos, Vision and Values

1.1 Introduction

Welcome to **St Anthony's Girls' School** Disability Equality Scheme.

This scheme describes our commitment to disability equality. We firmly believe in equality of opportunity for all and are committed to playing our part in removing barriers actively promoting equality in everything we do.

Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001) the Governing Body of the school, since 2002, has had three key duties towards pupils with disabilities, including prospective pupils. The key duties towards disabled pupils under Part 4 of the DDA are:

- not to treat disabled pupils or prospective pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to strategically plan to increase access to education for disabled pupils

This scheme sets out the proposals of the governing body of the school to plan to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical 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 school's accessibility plan will be resourced, implemented, reviewed and revised as necessary and reported on annually.

1.2 The Main Priorities of the School

1.3 Increasing the extent to which disabled pupils can participate in the school curriculum

- *To create personalised timetables to meet the needs of any student with a disability*
- *To ensure access to at least one entrance/exit of each school building*
 - *To make arrangements for disabled students re educational visits*
 - *To ensure mentors are available (8.15-4.45) to support learning for disabled students*
- *To ensure SENCo /Examination Officer support student needs during internal/external examinations*
- *To ensure HLTAs give one to one support to students who have major disabilities*
- *To ensure Pastoral Manager works with SENCo and Pastoral Leader to produce individual care plans for all students with medical issues*

1.4 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- *To act on the advice of external agencies to assist with specialist equipment and adaption to buildings*
- *To make specialist equipment available for pupils/staff with sensory difficulties resulting from their medical condition*
 - *To ensure there is accessibility for disabled visitors*

1.5 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- *To use high quality ICT facilities to improve delivery*

Annex 1

Attached is an action plan showing how the school will address the priorities identified.

1.6 The Disability Equality Duty

The Disability Discrimination Act 2005 brought in a duty on all public authorities to promote disability equality. The Disability Equality Duty includes two main elements:

- A general duty
- A specific duty

The general duty requires **St Anthony's Girls' School** when carrying out our 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 Discrimination Act 1995 (as amended)
 - 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

The duty applies to disabled pupils, staff and disabled parents, carers and other users of the school.

In addition to the general duty, regulations made under Part 5A of the DDA 2005 set out a specific duties in which we have to:

- prepare and publish a disability equality scheme
- involve disabled people in the development of a scheme
 - implement the scheme
 - report on the scheme

1.7 The 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 her ability to carry out normal day-to-day activities'. The Disability Discrimination Amendment Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

1.8 The Purpose and Direction of the Scheme

St Anthony's Girls' School welcomes its responsibilities under the Disability Equality Duty (DED). We are fully committed to ensuring 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 pupils 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.

The school subscribes to the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that 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.

This Scheme and accompanying action plan sets out the steps the governing body will take to meet the general duty and steps that will result in improved outcomes for disabled pupils, parents and staff in all aspects of school life and promote equality of opportunity for disabled people.

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

2. The involvement of disabled pupils, staff and parents in developing the scheme

2.1 Involving disabled people

The involvement of disabled people is a statutory requirement of the duty. The DDA 2005 sets out clear requirements for involving disabled people in the development of our scheme and in determining our priorities and actions for the next three years.

St Anthony's Girls' School recognises the importance of involving disabled people in the production of our Scheme. We believe involving disabled people in the development brings real benefits in terms of providing insights into barriers faced by disabled people, expertise in identifying ways to overcome barriers and improved working relationships between school, disabled pupils, staff and parents. We have involved disabled people throughout the development of this scheme in a number of ways, which we set out below.

2.2 The views of disabled pupils

We have identified our disabled pupils working closely with the school SENCo and Pupil Support Manager. Questionnaires and interviews with the students enabled the school to listen to disabled students and discuss ways in which improvements could be made. Suggestions from the School/Year Councils were also considered.

2.3 The key issues identified by our pupils were:

- Tiredness
- Keeping up with class notes
 - Feeling inadequate
- Need for more time to complete work
- More support to understand tasks set

2.4 The views of disabled staff

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. This was done in a staff survey/questionnaire.

2.5 The key issues identified by our staff were:

- Reasonable adjustments in terms of timetable, location of teaching rooms on ground floor

- Availability of ICT and new technologies
 - Access to spell checking software

2.6 The views of disabled parents/carers

We have given all parents a questionnaire to identify any barriers and how we can improve the way we meet their needs. This is done every two years. We give parents an opportunity to raise issues in feedback completed at parents' evening. Parents are also encouraged to contribute to articles in the school newsletter and raise issues of concern.

2.7 The key issues identified by our disabled parents were:

- *Being able to access school information and newsletters*
- *Being able to access parents' evenings and other school events*
 - *Accessing school plays and operas*
- *Colour coordinated subject areas/names of staff for Parent' evenings*

2.8 The views of disabled members of the local community

We have given a questionnaire to groups, which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.

2.9 The key issues identified by members of the local community were:

- Issues identified have been outlined above

In the longer term, disabled pupils, staff, parents and members of the community will be involved in the following ways:

- a small working group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures
- parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability
- disabled staff have regular meetings with their line manager as part of performance management to discuss how the school can best enable them to work

- children and young people with disabilities have regular meetings with their learning mentors to identify any perceived difficulties and/or barriers. Learning mentors will make recommendations to the

Head Teacher.

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

3. Information gathering

3.1 The gathering of information

St Anthony's Girls' School acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services, which is crucial to setting our priorities and monitoring outcomes and reflects the DDA definition of disability.

St Anthony's School identifies disabled pupils and staff through i.e. self-declaration, recruitment and selection procedures and admission forms. Disabled parents, governors and other school users are identified through self-declaration.

The primary reason for knowing who is disabled is to ensure that appropriate adjustments are made. We explain to parents, staff, governors, community users and pupils why the information about disability is required. The information about disabled staff and pupils 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 pupils

The information about disabled parents and community users will be used to assess:

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

The 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;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
 - in training and professional development opportunities;
 - in disciplinary and capability proceedings;
 - in harassment and bullying procedures;
 - as contract staff, for example: contract cleaners and agency supply teachers;
 - among those who take sick leave;
 - among trainee teachers on placement at the school; and
 - 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 and avoid the costs of recruiting and training new people
- develop in-house expertise about what disabled staff and/or pupils may require
 - provide role models for children and young people
 - bring different life experiences and new skills to the school and
- 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.

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

Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities.

It is our aim to improve:

- the representation of disabled people on the governing body
 - the accessibility of other governors activities

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

4. Impact assessment

4.1 Disability equality impact assessment

Disability equality impact assessment is the process of assessing the impact of our existing or proposed policies and practices in relation to their consequences for disability equality. At **St Anthony's Girls' School** we recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents, staff and members of the local community. We will ensure our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

In order to assess the impact of our current policies, procedures and practices on disability equality we will bring together the issues identified through involvement, consultation and the information that we have collected. This will help determine where we need to set priorities and what changes are needed to improve equality of opportunity. Our planned approach to impact assessment will become part of the review and development process for all policies.

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 disabled pupils, staff and members of the community about the impact of a policy or procedure.

As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance, proportionality and potentially their impact on disabled people. Policies with a high relevance will take priority for review. We will prioritise which existing policies should be assessed first. The requirement to involve disabled people in the Scheme's development should ensure that they are also fully involved in the process of prioritisation. A schedule detailing which policies will be reviewed over the duration of this scheme is included as **Appendix A**.

There is a requirement to assess all procedures and practices. As a first step towards assessing the impact of practices (these being unwritten procedures and everyday activities) on disabled people, the practices of the school will be identified and prioritised by relevance. We will carry out this by all staff and pupils recording current practices over one day, as part of a disability awareness week and these will be analysed for potential impact. All of our procedures and practices with a high relevance will be take priority for assessment as detailed in **Appendix B**. All of our procedures and practices will be assessed over the next three years.

Our disability equality action plan sets out the activities we will undertake over the next three years in order to meet our general and specific duties. All key issues identified arising from our impact assessments will be prioritised and included in the Action Plan **Appendix C**.

All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated by the School Governing Body and Senior Management Team involving disabled pupils and staff.

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

5. Making it happen

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

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- physical access via phased redevelopment of the school via BSF
 - provision of information to disabled pupils

We have now incorporated this plan into our overall Disability Equality Scheme action plan.

OR

Our Accessibility 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 our Disability Equality Scheme.

The school governing body will be responsible and oversee the implementation of the scheme's Action Plan. A report will be made available to the governors annually by **the Head teacher**

The evaluation the effectiveness of our scheme will be reflected in our discussions with the local authority Accessibility Officer, our school improvement partner and Ofsted during the school inspection process.

As part of the relationship with our school improvement partner we will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

6. Publication

6.1 Getting hold of the scheme

The Scheme is available in the following ways:

- the Scheme is available on the school website
- a copy is available on request from the School Office or alternatively we can email you a copy

- the Scheme is available in different formats. If you would like a copy of this document in an alternative format such as Braille, Large Print, Audio Tape, Easy to Read or in a different language please contact **the school office** on:

Tel. 0191 5537700

Fax. 0191 5537699

Email st.anthonys@schools.sunderland.gov.uk

Address Thornhill Terrace, Sunderland SR2 7JN

7. Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information gathered during the year
 - how that information was used
- action points completed during the year and those that are ongoing.

We will ensure that disabled people will be involved in the process.

The annual report will be made available and will:

- be published in the school prospectus
- be published on the school website

The person responsible for producing the Annual Report is the
Deputy Head Teacher

8. Review and Revision of the Scheme

As part of our 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 pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plan for the next scheme. This process will again:

- involve disabled pupils, staff and parents and members of the community
 - be based on information that the school has gathered

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to the issues identified through our impact assessment and included in our annual reports.

The Deputy Head Teacher will be responsible for initiating the review of this scheme.

Appendix A

Potential impact on disabled people and current policies				
Policy	(Please tick)			Proposed term for review
	High	Medium	Low	
SEN Policy	√			Summer term 2010
Recruitment & Selection Code of Practice	√			Spring term 2010
Gender Equality Scheme	√			Summer term 2010
Admissions Policy	√			Spring term 2010
Behaviour Policy		√		Autumn term 2010
Performance Management Policy		√		Autumn term 2010
PSHE Policy		√		Autumn term 2010
Food Policy			√	Spring term 2011

Appendix B

Potential impact on disabled people regarding procedures and practices				
Procedure or Practice	(Please tick)			Proposed term for review
	High	Medium	Low	
Teaching approaches	√			Spring 2010 Termly
Classroom routines	√			Spring 2010 Termly
Playtime routines	√			Summer 2010 Bi-annual
School trips & visits	√			Spring 2010 Annually
Homework		√		Summer 2010 Annually
Communication with staff		√		Summer 2010 Annually
Communication with parents		√		Summer 2010 Annually
Extended school group approaches		√		Summer 2010 Annually
Registration routines			√	Autumn 2010 Annually
Office routines			√	Autumn 2010 Annually
Recruitment practices			√	Autumn 2010 Annually

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Appendix C

St Anthony's Girls' School Disability Equality Scheme & Accessibility Action Plan

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
Improving Access to the Curriculum						
To increase the extent to which disabled pupils can participate in the school's curriculum.	Curriculum Deputy Head Teacher to consider possible timetable changes to meet the specific needs of any pupil with a disability on an individual basis to ensure access to at least one entrance/exit of each school building.	SENCo reviews Curriculum/Pastoral Deputy Head teachers	2009-12	School budget	Some members of Learning Support team have specific experience and expertise in supporting pupils with medical needs and /or disabilities and one is a trained nurse. HLTAs and Pupil Support Manager may on occasion support pupils with disabilities.	Review annually
	Pastoral Deputy Head Teacher to work with SLT, PPL, SL regarding the specific arrangements for particular pupils eg. access, field trips, educational visits.	SENCo Curriculum/Pastoral Deputy Head teachers	2009-12	BSF	Continued refurbishing of building linked with BSF to improve access for the whole community	
	Library Mentors to be available to support all pupils in the library from 8.15am until 4.45pm.		2009-12	School budget	Continued emphasis on CPD targeting improvements in teaching and learning for all pupils.	
	SENCos to link with Examinations Officer, PPL, SL regarding support for pupils with SEN during internal and external examinations.		2009-12	BSF	Continued medical awareness training to meet new needs 2009-2012.	
	HLTAs to work with pupils who have major disabilities which may require one to one support.		2009-10	School budget	Timetabled support for those who need it	
	SENCos / PPL to ensure there are Individual Care Plan for all pupils with medical / access issues.		2009-12	School budget	Individual care plans and timetabled support for those who need it	

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
Improvements to the Physical Environment						
To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by schools.	To act on the advice of external agencies eg. Occupational Therapy / Physiotherapy etc to assist with specialist equipment and adaptation to buildings etc.	Campaign for new school (SLT)	2009-12	BSF	A quiet area is available for assessment.	Review annually
	To make specialist equipment available for pupils/staff with sensory difficulties resulting from their medical condition eg. magnifiers, large monitors.	Premises Manager- Equipment data base	2009-12	School budget	A disabled toilet with wheelchair access is in O.L.H. corridor.	
	To continue ensuring there is accessibility for disabled visitors eg. ramping, improved signposting.	Campaign for new school (SLT)	2009-12	BSF	There is a lift in De Sales. Further improvements needed but this will not be possible without a new school	

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
Improving Information for Disabled Pupils/staff						
To improve the delivery to disabled pupils of information which is already provided, in writing to pupils who are not disabled.	To use high quality ICT facilities to improve delivery eg. the use of interactive whiteboards, increased use of website.	Premises Manager-extension of ICT facilities	2009-12	School budget	465+ networked computers which support disabled pupils via the use of ICT.	Review annually
		Evidence on line	2009-12	School budget	On-line learning and SAM Learning and via V.L.E. (Sept 2010)	
		Evidence on line	2009-12	School budget	A variety of materials are available on the school intranet and more will be added 2009-12.	
To ensure all staff have ICT and new technologies available	To ensure all staff have laptops To ensure classrooms have interactive systems To ensure disabled staff have large monitors				All staff are able to access reports to parents from home (assuming they have internet connection) 15 interactive systems available 95% of classrooms equipped with overhead LCD systems Large monitors provided and visualizers purchased to project large version of materials for students	Review annually
To ensure all staff have spell checking software					All staff have "Office" software on laptops and SIMs	Review annually

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
Disability Equality Scheme						
To promote equality of opportunity	To set suitable learning challenges in lessons. To respond to the diverse needs pupils bring to learning through differentiation. To overcome potential barriers to learning by accessing the support needed.	Subject teachers HLTA support Subject leaders	2009-12	Schemes of work Photocopied notes/spelling sheets Voice recorders Curriculum planning External agency support	Individual pupils can make progress Learning needs are addressed	Lesson observations Departmental reviews
To eliminate discrimination that is unlawful under the DDA 1995	To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage. To make resources free from discrimination and stereotyping To make written information accessible in a range of different ways as requested.	Subject teachers Subject leaders	2009-12	Schemes of work Curriculum planning	Enabling the fullest possible participation of pupils with disabilities	Lesson observations Departmental reviews
To eliminate harassment of disabled people that is related to their disability and to promote positive attitudes towards disabled people	To log all bullying incidents and act on findings. To raise awareness of disability. To develop SEAL highlighting social and emotional needs.	Form tutors Pastoral Leaders	2009-12	Literature to raise awareness in assemblies/ PHSE/tutorials	All forms of bullying and harassment are challenged. All pupils feel secure and are able to contribute	Year reviews

This Scheme and action plan have been approved by the *Governing Body* and the *Senior Management Team* of **St Anthony's School** on **3rd March 2010**

Signed:

Chair of *Governors* A Shanks

Head teacher M Shepherd

Date to be reviewed March 2011