

# **ST BARTHOLOMEW'S SCHOOL**

## **Disability Equality**

### **The Disability Equality DUTY**

*'.....A proactive approach to promoting equality'* K.Jameson, Disability Rights Commission

St Bartholomew's School fully recognises and accepts the importance of equal opportunities policy and practice in all aspects of its work, administration, management and support. Recognition and implementation of this duty is a natural progression for the school, and lies within the framework of the Equal Opportunities Policy. It remains fully committed to equality and inclusion in employment, delivery of education in the widest sense and 'customer care', including the five outcomes of The Every Child Matters Agenda.

### **The Disability Equality SCHEME**

The Disability Equality Scheme brings together all previous work on disability and moves it forward within a structured programme.

Responsibility for the implementation of the Scheme lies within the job description of every member of staff, and is applicable to students, staff, parents / carers and members of the public using the school facilities.

The Scheme sets out how St Bartholomew's School is working to promote equality for disabled service users and staff, in addressing how we plan to further improve equality through improving policies and practices.

It recognises that disabled children and young people are more at risk of poor outcomes than non-disabled young people and children.

#### **Monitoring:**

Co-ordination of the Scheme will be the responsibility of the Deputy Headteacher, Learning & Achievement.

A working party comprising staff, parents and Governors will be the focus group of a working party to monitor the implementation of the Scheme.

The Equal Opportunities Working Party will also maintain a regular oversight of the Disability Equality Scheme; which will become a standing item on all agendas for the group.

Governors, through the Learning and Achievement Committee will monitor and have overall responsibility for the annual review of the Disability Equality Scheme, in addition to the publication of the Disability Equality Scheme each three years.

### **Disability Equality STATEMENT**

Achieving these actions will lead to improvements in the quality of services for all children and young people attending our school, their families and staff employed in our school.

There is a requirement is to 'assess the impact' of current and proposed policies and practices on disability equality, leading to the 'identification of the schools main priorities', and 'implementing appropriate actions', within the first three years.

## Disability Equality Scheme (DES)

<b>Theme 1: Promote Equality of Opportunity</b>				
<b>Action</b>	<b>Time Scale</b>	<b>Outcome</b>	<b>Lead</b>	<b>Notes</b>
Review the Equal Opportunities Policy	June 2007	Policy includes reference to the disabled as defined by the DDA	Equal Opportunities Working Party	<i>Is Equal Opps' monitoring robust?</i>
Review the Behaviour Improvement Policy	June 2007	Policy acknowledges the needs of the disabled in behaviour improvement strategies.	Behaviour Improvement Group	
Establish regular consultation with disabled groups of service users.	June 2007	Disabled service users are included and influence the next DES	DHT: Learning & Achievement	
Ensure that the new school is accessible to the disabled.	September 2009	Physical environment and the ethos of the school is inclusive	Headteacher	<i>Building regs' Duty is to promote – publicise measures</i>
Review the School Access Plan		The Access Plan embraces the requirements of the DDA		<i>Any identified issues to be incorporated into the reviewed DES</i>
<b>Theme 2: Eliminate Unlawful Discrimination</b>				
<b>Action</b>	<b>Time Scale</b>	<b>Outcome</b>	<b>Lead</b>	<b>Notes</b>
Disability Equality training to improve understanding & inform staff of their duties under the law.	January 2007 Updated to March 2007	All staff are aware of DED & the DES. Staff understand the legal requirements and share good practice.	DHT: Learning & Achievement	<i>Follow up needed through Faculty / House structures</i>
Monitor exclusions of disabled students	Termly review	Exclusions are proportionate to the context of the school cohort.	Principal Administrative Officer	<i>Combine data with requirements of the GED</i>
Monitor employment applications / appointments from disabled staff			Human resources Officer	<i>Awaiting appointment of HR officer, to back track data &amp; then agree areas where review is appropriate</i>
Review transport	June 2007	Could coach firms / travel	Finance Department	<i>Would there be cost</i>

arrangements for the disabled		agents with whom the school engages offer a service to physically disabled students / staff..		<i>implications?</i>

### Theme 3: Eliminate Disability Related Harassment

Action	Time Scale	Outcome	Lead	Notes
Review the Anti-bullying Policy, with all stakeholders.	June 2007	Policy includes recognition of all principles to the needs of the disabled as defined by the DDA	Deputy Headteacher, Learning & Achievement & The School Council	<i>Item to first agenda of the School Council</i>
Evaluate the use of time out cards	May 2007	Clear procedures are shared with all staff.	Assistant Headteacher (Years 7 – 10)	<i>Bases-line data needed concerning current issue / use of time out cards.</i>

### Theme 4: Promote Positive Attitudes Towards Disabled People

Action	Time Scale	Outcome	Lead	Notes
Audit content of the PDP, by year group.	May 2007	Disability as a theme in the PDP is measured, and improvements made where necessary.	Key Stage Leaders	<i>Ensure disability is one of the 'themes' monitored within the PDP.</i>
Monitor evaluations of relevant topics by <ul style="list-style-type: none"> <li>• Students</li> <li>• Staff</li> </ul>	September 2007	Monitoring of the PDP programme by users and those delivering facilitate further improvements as necessary.	Key Stage Leaders	<i>Balanced view of comments is needed.</i>
Establish clear information sharing protocols with staff concerning the needs of a disabled student.	September 2007	Behaviour management module of SIMS is used to track interventions & support for students (Pilot)	House Heads & Deputies	<i>Part of this will require a review of existing practices.</i>
Ensure that Care Provision is accessible to the disabled.		Ensure that After School Club staff are aware of the DES	Deputy Headteacher: Learning & Achievement	<i>Monitor school population &amp; consider move of ASC as necessary.</i>

### Theme 5: Encourage Disabled Peoples Participation in Public Life

Action	Time Scale	Outcome	Lead	Notes
Monitor involvement of	September 2007	Tutors are aware of the disabled	House Heads &	<i>House Heads to determine</i>

disabled students through record cards.		in their Tutor group. Involvement in school activities is monitored.	Deputies	<i>actions where inequality is discovered.</i>
Review community use of school by physically disabled people	June 2007	Monitoring of use of school by disabled where possible, to give base-line data.	Administrative Assistant: Lettings	<i>Objective monitoring will only be possible in relation to known physical disabilities.</i>

**Theme 6: Take Steps to take into Account Peoples Disabilities, even where this includes more favourable treatment**

<b>Action</b>	<b>Time Scale</b>	<b>Outcome</b>	<b>Lead</b>	<b>Notes</b>
Monitor achieved outcomes in relation to disability and educational attainment at all transition points.	April 2007	Additional groups are established as part of school monitoring, and to reflect the DDA definition of disabled.	Assistant Headteacher: Data Management	<i>Need to identify medically disabled and review the SEN groups to comply with the definition of disabled in the DDA</i>
Monitor achieved outcomes in relation to disability and school rewards.	June 2007	Houses know who is disabled in their House under the DDA Behaviour management module of SIMS is used to track rewards (Pilot)	Assistant Headteacher: Data Management  Deputy House Heads / DHT: Learning & Achievement	<i>Actions taken as appropriate to address imbalance by each House. Good practice shared. Notes included in SEF.</i>
Improve access to information on the DDA and the DES	March 2007	All members of the school community are aware of the DDA and the school DES.	Deputy Headteacher: Learning & Achievement	<i>Publicity in Bartholonews / website, with signposting to these sources given as appropriate.</i>