

BURFORD SCHOOL



# Burford School

## Policy on Disability Equality



INVESTOR IN PEOPLE





# Burford School

## POLICY ON DISABILITY EQUALITY

This policy was approved by the governing body on 9th May 2007

This policy will be reviewed Summer 2009

### Mission Statement

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At Burford School we are 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Burford School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Check list for school staff and governors

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- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

# The Disability Equality Duty (DED)

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## Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that 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 effect on his/her ability to carry out normal day-to-day activities.

## The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

# The Disability Equality Duty (DED)

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## Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

## Additional implications for schools

### The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

### Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

### Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

# The Disability Equality Duty (DED)

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## Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

## Involvement and consultation

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Burford School has consulted with pupils, staff, parents, governors and other users of the School in the development of our Equality Scheme by using:

- Questionnaires
- Targetted letters
- Discussion at Governing Body
- Discussion at School Council

# Making things happen

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In order to ensure that action is taken to meet the Disability Equality Duty, Burford School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

## Good practice examples

The following examples provide good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
  - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
  - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
  - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
  - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
  - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

## Making things happen

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- Promoting positive attitudes towards disabled people (continued)
  - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
  - At schools with specialist units, staff have successfully raised awareness about disability by going to talk to pupils from the mainstream school.
- Encouraging participation in public life by disabled people.
  - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.
- Specifically at Burford, consultation with parents and pupils has indicated that there are some areas of concern with regard to accessibility and inclusion for pupils and other users with difficulties, for example, in mobility, hearing or seeing. These issues will be examined progressively through the year and where appropriate further consultation will take place, with a view towards a report on solutions and improvements to the Governing Body in Autumn Term, 2008.

## Creating an action plan

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Start date	Completion date
<p>Promoting positive attitudes towards disabled people.</p> <p>Use the school environment to promote positive attitudes to disability.</p> <p>Ensure that disability is represented in display</p>	<p>Screen new books in the library and reading scheme for positive images of disability.</p> <p>Check that resources for units of work have positive images of disability.</p> <p>Review and add where appropriate positive disabled images/stories/characters to assembly rota</p>	<p>Discussion with children about images in books and resources.</p> <p>Discussion with staff about the resources we have and difference that new resources have made.</p>	<p>Literacy subject leader.</p> <p>Head teacher</p>	<p>December 2007</p>	<p>On going as screening will take place as new resources come in.</p>

Aspect of the duty	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Start date	Completion date
Celebrate and highlight key events such as the Paralympics and Deaf Awareness Week	Annual dates meeting to include information about key events and discussion about what we will do to draw people's attention to the event.	After events, ask parents and children for feedback. Use the School Council to check impact. Ask children which events they would like to find out more about.	Head Teacher and all staff.	December 2007	Annual each September.
Issues raised by parents and pupils	Progressive investigation and action towards solutions where appropriate.	Annually by Governing Body or more frequently where necessary.	Headteacher and Governing Body	December 2007	Continual review reporting annually to Governing Body in Autumn term.

## Monitoring and reporting

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It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will take place in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

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For further information, please contact: The Head teacher  
Burford School