

Huntcliff School
An Academy for Success

Disability Equality Scheme

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1. Ethos and Vision

- 1.1 Huntcliff School is committed to ensuring equal treatment for all its pupils, employees and any others in the school and wider community. We seek to ensure that disabled persons' are not treated less favourably in any procedures, practices and services which we deliver.
- 1.2 The school will not tolerate harassment of disabled people with any form of impairment and will also consider the needs of pupils who are carers of disabled parents.
- 1.3 Links to other relevant Policies – in particular SEN, Equal Opportunities

2. Aims of the Scheme

- 2.1 To find out what barriers are faced by disabled persons' within Huntcliff School and take steps to remove them.
- 2.2 Explain how we make things fairer for disabled persons' in planning our curriculum and learning environment/exams.
- 2.3 Seek to consult disabled persons' about priorities and developments.
- 2.4 Work in partnership with others to challenge ignorance and prejudice.
- 2.5 Seek to raise the opportunities and achievements of disabled persons' at Huntcliff School.
- 2.6 Take steps to take account of disabled persons' disabilities in all aspects of school life.

3. What is Disability

- 3.1 Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
"Disability Discrimination Act 1995"

4. The Purpose of this Scheme

- 4.1 This scheme is intended to create a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet our specific duties.

5. Research

- 5.1 Speaking to disabled persons' about their needs.
- 5.2 When writing our Disability Equality Scheme, we did the following:-
 - 5.2.1 Consulted with disabled parents
 - 5.2.2 Asked our own disabled employees questions.
 - 5.2.3 Talked to disabled pupils.
 - 5.2.4 Surveyed the school with the LA to assess access issues.
- 5.3 We asked these people what they thought we should do to make things easier for them.
- 5.4 We intend to repeat these consultations at regular intervals:-

Through regular parental discussions with the SEN department.
Through a more formal review once every three years.
At Pupil Voice meetings.

Implementing The Scheme

Action	Outcome	Responsibility	Timescale	Comments on Progress
Monitor achievement of all disabled pupils to ensure that appropriate progress is being made towards set targets. There is no attainment gap between disabled and non-disabled pupils	There is underachievement amongst SEN pupils in comparison with other pupils (2007) Detailed analysis and action plan to address issues drawn up.	Director of Pupil Progress and SENCo to monitor each year.	When national school data is available. At least annually.	GCSE results. Three year trend of improvement. Pupils with SEN are making good progress, in line with the rest of the school.
To evaluate and address issues of physical disability across the school.	Premises Access Development Plan in place.	Premises Manager.	By Sept 2007.	
Premises access issues reduced by building modifications.	Ramps, platforms lift, disabled toilet, re-decoration. Additional disabled toilet, lift to ICT and Maths, enhanced Reception. Explore ways to improve disabled access to PE (swimming pool and gymnasium). To explore a means of installing a "hearing loop" in the School Hall. To survey all signage and seek to install more disability appropriate.	Premises Manager and the LA.	Completed May 2008. Completed August 2009. By April 2010.	

	<p>Update Action Plan to meet further needs.</p> <p>A visual/audible fire alarm, visual signs about the school site e.g. faculty areas, important places and equipment in classrooms etc.</p>	<p>SENCO/Faculty heads/teachers</p>	<p>By April 2011.</p>	
<p>To continue to plan and modify the curriculum provision to ensure all aspects of the curriculum are accessible to employees and pupils with disabilities. Consider arrangements for hearing impaired/visually impaired/dyslexics/dyspraxics/pupils with ADHD/speech, language and communication problems/autism/diabetics/and make reasonable modifications.</p>	<p>All members of the school community to gain access to all curriculum areas.</p> <p>Re-location of classes to ground floor classrooms.</p>	<p>Curriculum Deputy.</p> <p>Learning Co-ordinators.</p>	<p>As the need arises.</p>	<p>We continue to plan and personalise the curriculum at Huntcliff School. All pupils have access to a personalised curriculum which meets their individual needs to ensure they have every opportunity to reach their full potential. All staff have access to pupil information which ensures that in and out of lessons pupils with specific needs are fully catered. Examples of good practice are:</p> <ul style="list-style-type: none"> - Re-location of classes to ground floor classrooms for pupils with mobility issues. However, the lift in the Maths block is very useful. - IEPs give strategies for staff to employ to ensure

				<p>that pupils have access to the curriculum in their classrooms.</p> <p>- The trained medical staff in school make reasonable modifications to ensure pupils are reminded of the procedures in place to help them.</p> <p>Not only do the pupils have access to curriculum areas, but in the last year a growing number of staff have enrolled on school taught courses in Art and ICT.</p>
To assess individual needs of disabled persons within the school and generate individual action/learning plan to meet these needs.	Individual plans in place.	SENCo. Learning Co-ordinators. Headteacher (for staff)	Ongoing.	
To review and develop Learning Schemes of Work in all subjects to identify issues and challenge discrimination and prejudice. Particularly, PSCHE, RE, Citizenship.	Disability identified in appropriate Learning Schemes of Work. Prejudice and ignorance challenged. Visitors from voluntary organisations and disability groups visit the school.	Faculty Directors. Subject Leaders. SLT	Ongoing.	
Review all school events and procedures to ensure disability issues have been addressed/considered	Review completed and procedures modified as needed.	Premises manager SLT Caretakers.	As events arise.	

<p>To consider widest possible range of reasonable adjustments to facilitate equality.</p>	<p>Possible adjustments:</p> <ul style="list-style-type: none"> • Consider distance between lessons. • Seating plans • Height of working surfaces. • Adult support. • P.E. provision. • Transport to and from school. • School trips – including residential. • Provision of toilet facilities medical facilities and similar. • Modification of classroom resources, worksheets, textbooks etc. to meet individual needs. • Food provision • Extra time/specialist equipment/ICT hardware and software as appropriate • Coloured overlays • Arrangements for ‘safe’ areas at lunchtime/breaktime • Risk assessments 	<p>SENCO SLT All teaching staff Catering staff</p>	<p>As need arises</p>	
<p>To consider disability issues as part</p>	<p>Paperwork in place to identify</p>	<p>Office staff</p>		

of outside letting procedures	need and manage as needed	Premises Manager Caretakers		
Anti-bullying/harassment policies and procedures reviewed annually to monitor issues around harassment of adults and pupils as a result of disabilities. Records are kept and incidents have been reduced.	Policies modified as necessary. Incidents of harassment reduced.	Director of Pupil Development Learning Co-ordinators SLT	Annual.	Anti bullying policy has been reviewed. An independent consultant has audited our procedures and recording. In the light of a very successful report the follow-up action will be to produce a more detailed policy. All processes are very thorough.
Monitor the participation disabled pupils in extra-curricular activities and seek to promote where appropriate.	Participation of disabled pupils in all aspects of the school as appropriate.	SENCO Director of Pupil Development	Annual.	Art Club Some participation by SEN pupils. SEN Base Frequented every day by up to 12 pupils. Chess Club Some participation, mainly by boys. PE Low uptake, mainly lower school boys. Addressing now, especially with the girls. ICT Some SEN pupils, mainly KS4. Music Some participation – choir, samba band has

				two pupils, also some participation in performances.
Employment equality review.	<p>Review all recruitment and induction procedures to ensure:</p> <ul style="list-style-type: none"> • That all staff are aware of their legal and employee obligations • That disabled people have a positive experience of the schools recruitment and selections process • Survey all staff with disabilities (temporary or permanent) to assess the impact on their work. • Seek to remove obstacles where possible. 	<p>SLT Bursar/Head's PA</p> <p>SLT</p>	Dec 2009.	
To review how the governing body deals with matters relating to disability	<p>Identify named governor to be responsible for disability issues.</p> <p>Review of disability issues conducted by governors.</p>	Chair of Governors	By July 2008	

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