



## ST MARY'S COLLEGE

# DISABILITY EQUALITY AND ACCESS POLICY

APPROVED BY THE PERSONNEL COMMITTEE APRIL 2010

### *Our Mission*

**“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself” (Mk 12:30-31)**

**St. Mary's R.C. Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.**

**We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.**

**Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.**

**Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.**

# **St Mary's College**

## **DISABILITY EQUALITY AND ACCESS SCHEME**

### **1.1 Introduction**

At St Mary's College we are committed to equality of opportunity in all areas, including our general responsibilities under the new Disability Equality Duty to have due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

### **1.2 School Mission Statement, Vision & Values.**

The mission statement of St Mary's College is at the heart of all that we do in the school and is stated above.

#### **School Values**

At St Mary's College we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. In line with our mission statement, 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.

This school uses 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.

Our Equal Opportunities in Employment Policy states ‘everyone has the right to be treated with dignity and the Governing Body seeks to ensure that the principles of fairness and equality of opportunity underpin all its policies, procedures and practices’.

### **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’.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person’s ability to carry out normal day-to day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination 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.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

### **1.3 How Disabled People have been Involved in the Scheme**

St Mary’s College recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

#### **Disabled pupils:**

We have identified our disabled pupils and taken the following positive actions.

- The names of all pupils who have long term medical needs, but who do not have special educational needs are held on a central medical register.
- We have informal support groups where disabled students feel free to discuss their views on the provision made for them by the school.
- We regularly ask disabled students for feedback on their experience in the school.
- We are planning to circulate a questionnaire to all disabled pupils to seek their views.
- Periodically we issue Kirkland Rowland Surveys to all staff and pupils and use the results of the survey to inform our actions to improve provision across the curriculum and school services for all pupils.

Key issues identified by our pupils recently have been:

- Doors leading to one building not easy to open for disabled pupils – this is being actioned and the doors will be replaced with electronic entry doors in Spring 2010.
- One or two issues regarding uneven walking surfaces, and this is being addressed through replacing paving stones with tarmac in one area.
- Otherwise, student feedback indicates that disabled students feel the school to have an inclusive environment.

### **Disabled staff:**

We requested all staff to inform the head teacher of any disability they had and the impact this had on their normal work duties. As a result of this measures were put in place to address some staff concerns. All staff were given the opportunity to reply to the Kirkland Rowland survey in 2010 and to raise any concerns.

Key issues identified by our staff were: At this point no issues have been identified.

### **Disabled parents/carers:**

We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.

We will be canvassing the views of parents/carers again within the next 12 months

Key issues identified by our disabled parents/carers were: At this point no issues have been identified.

### **Disabled members of the local community:**

We will be giving a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.

Within St Mary's College community we feel it is of paramount importance that all disabled pupils, staff, parents and disabled members of the community who may use school facilities are involved in developing the Disability Equality scheme. We continue to welcome the views of all our stakeholders so that we can incorporate their concerns in our planning and action plan and revise our associated policies.

## **1.4 How we have gathered information on the effect of our policies and practices on disabled people.**

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We 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. The processes we use for gathering information will include:

- Questionnaires to all parents, staff and pupils
- School Council meetings and termly tutor interviews to develop Pupil Voice
- Regular discussion with parents at meetings and on a day to day basis
- Staff meetings and training days.

### **Pupil Achievement:**

- As well as the SEN Register, there is a central medical register, which contains details of all students who may have a disability, but no SEN
- Progress data is analysed by category of need.
- Where data indicates that appropriate progress is not being made by any individual, cohort or categories, suitable intervention strategies are implemented. Great importance is placed on ensuring every child in the school reaches their full potential, and has the opportunity to do so.

### **Learning Opportunities:**

- Many pupils on the SEN register may need to access education through a number of alternative avenues. The school offers a wide range of BTec courses, which enable a wider range of pupils to gain qualifications by developing their more practical strengths.
- Off site provision is made for a considerable number of pupils in KS4, where they are able to access vocational training one or two days a week, to supplement the more traditional curriculum.
- Early interventions are made for all pupils who are underachieving in KS3 (see SEN Policy)
- St Mary's College has a pastoral system to support all individual pupils with their learning and achievement.

### **Admissions, Transitions, Exclusions:**

- St Mary's College has a significant number of pupils with a Statement of Special Educational Needs and the proportion represents a very significant proportion of all such pupils within the LEA and the proportion is growing.
- All Primary schools are visited and significant data on all children is collected. Individual meetings are held with the SENCo and the SENCo of each feeder primary school to establish the precise needs of all appropriate pupils.
- Connexions are involved in all Annual Reviews from year 9 onwards. In addition, all pupils in school have Connexions interviews from year 10 onwards.
- The school's 6<sup>th</sup> form encourages pupils with disabilities to apply for a suitable course and the 6<sup>th</sup> form has been judged as providing outstanding pastoral care ( Ofsted 2007.)
- Children with disabilities are not over-represented in our exclusion figures.

### **Social Relationships:**

- The school runs a very large number of lunchtime activities for all students. Some of these are for specific year groups and others are for mixed year groups. Students who struggle socially for any reason are encouraged to join as many clubs as

possible and the Pastoral teams will guide pupils as appropriate, sometimes on a daily basis.

- A highly successful mentoring scheme runs across the school, allowing younger pupils to be supported by year 10 and year 12 pupils.
- The PSICHE curriculum addresses relationship and friendship issues. These are delivered to the whole school, for half a day each half term.
- Where necessary, integration targets are included in Annual Reviews and IEP's.

### **Employing, Promoting and Training Disabled Staff:**

The school monitors its workforce and the number of staff who have declared a disability.

The school's Recruitment and Selection Policy includes guidance on the equal treatment of disabled applicants, as covered in the Disability Discrimination Act 1995 and later amendments, and the recruitment process adheres to the law regarding Equality of Opportunity.

### **How we will assess the impact of our policies?**

The school has a formal system for assessing and monitoring the impact of these policies. The Disability Equality Scheme Action Plan records the measures taken to address equality of opportunity and our success criteria.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

### **Our Action Plan**

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
- provision of information to disabled pupils
- physical access

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

### **Reporting**

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will be presented to the Personnel Committee and include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing
- We will ensure that disabled people are involved in this process.

(The annual report can be incorporated into other documents published by schools annually including the school prospectus and school web site).

### **Revisiting the Scheme**

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 issues identified through our impact assessment and included in our annual reports.

Review Date January 2013

### **Senior Member of Staff Responsible**

Mr G Fitzpatrick (Headteacher)

**Designated Member of Staff**      Ms Amanda Eaglen  
Senco officer

Governor Responsible                      Mr Michael Day  
Mr M Day (Chair of Governors)

**The following is an extract from LA guidance on preparing an action plan.**

## **AREAS THAT MAY NEED TO BE IDENTIFIED IN THE ACTION PLAN**

**(DEE: Implementing the Duty to promote Disability Equality)**

### **Curriculum**

*Does the school ensure that some part of the curriculum in each year raises disability equality issues? Do teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils e.g. negative stereotypes in literature, or arguments about terminating disabled babies in Religious Education or Biology?*

### **Behaviour and Exclusions:**

*Is the behaviour policy differentiated with reasonable adjustments for disabled pupils?*

### **Teaching and Learning:**

*Does the school ensure all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching? Is joint planning time made available for teachers and teaching assistants/LSA on a regular basis?*

### **Data Collection, Monitoring and Assessment:**

*Is the achievement of disabled pupils monitored by impairment? Does the school identify all disabled pupils in their database? Are disabled pupils' achievements tracked in addition to their general attainment levels?*

### **Lettings and Use of Building by the Community:**

*Does the school's lettings policy specify the type of adjustments that the school and other local services can provide? Does the school examine capital projects to maximise access and reasonable adjustments?*

### **Lunchtime, After School Clubs and Educational Visits:**

*How does the school ensure that all pupils, parents/carers or staff can participate in visits/activities?*

### **Medical and Personal Care Needs:**

*Have disabled children and their parents/carers been consulted on how they want the procedure or administration of medication carried out?*

### **Health and Safety:**

*Have evacuation procedures been developed and do they take full account of the needs of disabled people? Are Care Plans in place for the meeting of health needs of the administration of medication?*

### **Participation and Engagement**

*Does the School Council include disabled representatives? Are disabled pupils given positions of responsibility? Are all governors aware of their statutory responsibility to promote disability equality?*

### **Eliminating Harassment and Bullying**

*Does the school's anti-bullying policy specifically refer to bullying which can be directed at disabled children and adults?*

### **Employment**

*Does the school monitor the number of staff it has who count as disabled people under the DDA 2005? Does the school provide reasonable adjustments for disabled staff? Does the school allow disabled staff additional time off for treatment for their condition without penalising them?*

### **The Governing Body**

*Are governing body proceedings accessible? Are there clear links between parents and the governing body? How do you ensure people are aware of how the governing body contributes to the life of the school? How does the governing body consult with*



*parents/carers? Do you encourage disabled parents/carers/community members to become governors?*

**Contractors & Procurement**

*Are contractors employing disabled people? Are they aware of disability issues, including harassment and bullying particularly if in contact with pupils/staff? (Consider catering/school staff are they aware who has food allergies (wheat, sugar etc) do they promote disability?*

## Disability Equality Scheme Action Plan

Outline the steps the school will take to meet the Duty. The Action Plan should highlight your priorities, and the specific outcomes you wish to achieve that will make practical improvements to equality for disabled people, how you're going to measure performance against these outcomes and the timetable you wish to achieve them in.

The action plan should also include the priorities of disabled people consulted.

## ST MARY'S COLLEGE DISABILITY EQUALITY SCHEME ACTION PLAN

<b>Target</b>	<b>Action Needed</b>	<b>Responsible Person (s)</b>	<b>Timescale</b>	<b>Available Resources</b>	<b>Measurable Impact</b>	<b>Arrangements for Monitoring and Evaluation</b>
<b>Identify barriers to access in the school.</b>	Complete Checklist of Identifying Barriers to Access	P Smith A Eaglen	December 2009 (Completed)	Staff LCVAP funds DFC Budget	Identify problem areas and, where funding permits, make improvements to help disabled pupils access the curriculum and site facilities more easily, to improve their learning and school experience.	Senco officer to review actions taken with disabled students. Report to Governors and SLG.
<b>Curriculum - Ensure that the curriculum in each key stage raises disability equality issues</b>	Audit the curriculum to ensure that disability equality issues are included in each Key Stage.	Heads of Department to review their curriculum for opportunities to raise appropriate disability equality issues.	January 2011.	Staff	Identify how and where disability equality issues are covered in the curriculum, with the aim of raising pupil awareness and challenging discrimination.	HOD report with information included in the Annual Report.

<b>Policy on Administration of Medicines and Intimate Care</b>	Consult with disabled staff and employees involved in administering medicines and intimate care to produce a policy.	P Smith A Eaglen	February 2010	Staff SEN budgets	Improvement in the procedures for administering medicines and intimate care; improve risk management of medicines and intimate care and take account of disabled pupils concerns.	Policy approved by Governors. Evaluation by SENCO officer and consultation with ESPD pupils.
<b>Identify special needs requirements of new entrants to the school in time to plan for additional needs.</b>	Senco to discuss new entrant accommodation requirements with Head in sufficient time to plan to provide agreed facilities	P Smith A Eaglen G Fitzpatrick	February 2010, and ongoing	Staff DFC Budget LCVAP	Facilities available when pupil(s) start the school in September, and to assist in forward budget planning and obtaining value for money.	Senco and pupil evaluation
<b>Review Recruitment and Selection as they apply to disabled candidates to ensure good practice is followed.</b>	Review recruitment procedures and applicants information to ensure correct procedures followed.	P Smith	October 2010	Staff	Confirmation or actions to be taken to ensure disabled staff not discriminated against during the recruitment process.	Report on recruitment process to Personnel Committee 2010/11
<b>School Policies reviewed for</b>	When polices are reviewed the	Policy Reveiwer Personnel Committee	Ongoing	Staff	Policies do not discriminate against	Policy reviewers and SLG

<p><b>their impact on the participation and outcome for disabled persons.</b></p>	<p>reviewer and Governors will ensure policies do not negatively impact on equality of opportunity for disabled persons.</p>	<p>Governors</p>			<p>disabled persons and, where possible, promote equality of opportunity.</p>	<p>Governors approving policies.</p>