



Bungay High School...

## Disability Equality Policy



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# Opportunity and Excellence for All





# Disability Equality Policy

## School Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

The school promotes equality in all forms through its:

- Equal Opportunities Policy
- SEN Policy
- Race Equality Policy
- Safeguarding Children Policy
- Spiritual / Moral / Social / Cultural policy
- Work/Life balance SCC policy
- Complaints Policy
- Learning Expectation Policy
- Careers Education & Guidance
- Dealing with Racist Incidents Policy
- Citizenship lessons
- Assembly speakers
- IEPs & PSPs
- Options selection at the end of KS3
- THIS project

## What do we understand by "disability"?

"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" (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

Bungay High School recognises the guidance from: 'Disability Equality in Education (DEE)' which 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 students with long-term impairments, which have a significant impact on their day-to-day activities. As far as is reasonably practical the school will work to the spirit of these guidelines.

This school uses the "social model" of disability and "recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the



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education system and in society as a whole.” (Source: SEN in Nottingham- A Gkguide for Parents & Carers p.14.)

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition. To meet these needs each student in the school will be assigned a Learning Leader, Student Support Worker / Form Tutor who will monitor and support social inclusion into our school society. This same team (Learning leader / Student Support worker / Form Tutor) will monitor educational progress and behaviour of every student in their care and work closely with: Faculty Heads, subject staff, Assistant Head Teacher Inclusion, SENCO & TA team, behavioural support team, Inclusion Co-ordinator and carers to ensure each student is seen as an individual with their own needs.

## School's Strategic Priorities

- Students understand their rights and responsibilities through the learning expectations policy, SAS (student advisory service), counselling support services. Students fully involved in devising the policies through student year councils, school council and prefect system
- The Every Child Matters agenda is understood and being met through faculty activities, governors sub committee, school activities eg. 'healthy living day'
- Teenage Health Information Service - known about and well-used by students
- Key policies updated and being implemented routinely to drive up standards
- Promoting an inclusive community through: widening curriculum offer, extended schools initiative, learning leaders, open options.

## Strengths & Weaknesses

Strengths of our disability equality delivery can be summarised by the comments received through parental feedback at meetings such as 'statement reviews' and from students.

Weaknesses:

- Geography of school site
- Not enough disabled toilets
- Need more feedback from customer group

## The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they do not exist and not representing them anywhere at all.



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- encourage participation by disabled persons in public life - it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

## **How we will meet the General Duty & Specific Duty**

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

To achieve this we:

- have had two lifts fitted in the main school
- have developed policies and procedures to support disability and equality
- have an 'open' option scheme for Year 10 that does not discriminate against disabilities but takes into account learner and individual needs
- have developed a range of kinaesthetic learning programmes through our active involvement with local colleges, training providers, employers and the North Suffolk Skills Centre.

The school council is an open elected forum that has had a student with a statement serving on that committee as a form representative.

The school promotes an inclusive policy, accepts students with a wide range of disabilities onto its field trips and visits.

Feedback from a student who had severe motor restrictions who was challenged in terms of mobility reported that the geography of the site is a real challenge. This led to us working on delivery on the ground floor and allowing the student to leave lessons early to avoid potential crushes. Not having a toilet facility in the new block also proved an issue.

Feedback from a student was that stairs for partially sighted are difficult when crowded and may require additional support. Therefore, this student had an 'appointed' friend and left lessons early to avoid congestion.

This feedback has guided our thinking in terms of fully supporting people with disabilities. Clearly we need additional feedback to build up a more complete picture of the learning 'experience' at Bungay High School.

## **Involvement of Disabled People in Developing the Scheme**

- Students have worked with the SEN department to develop the dyslexia support group and views and experiences of parents with dyslexic children have been sought.



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- Parents with disability have found our parents evenings challenging due to the use of the library and the associated stairs. We now get staff to join parents in hall 1 to discuss student issues in any case where mobility is an issue.
- Monitoring of our accessibility will be carried out by feedback from present students and stakeholders visiting our school.
- As a policy Bungay High School monitors and supports students at risk or in need of support through: Learning Leaders, Student Support Workers, behavioural support and Inclusion Co-ordinator.
- Developing a voice for disabled pupils, staff and parents/carers – the views of pupils and parents/carers will be sought in review meetings and transition planning.
- The school will actively seek and encourage disabled students, staff and parents/carers to participate in the life and decision making of the school and in the monitoring of our scheme
- The Governing body keep contact with the parents through the teacher governors and school newsletter home.
- Removing barriers –the school will, based on individual needs, develop personalised programmes to meet physical, curriculum and information (communications) making the school accessible.
- Disability in the Curriculum, including teaching and learning - developing positive attitudes through PSHE & Citizenship
- Eliminating harassment and bullying - refer to school harassment and bullying policy.
- Reasonable adjustments – the school will make all reasonable adjustments to meet the needs of students with disabilities.
- School facility lettings - use by the community and PTA

### **Information, Performance and Evidence**

- What information are we going to collect? Feedback from customers and stakeholders
- How are we going to collect it? Verbal & written feedback
- How are we going to analyse it? School SLT
- What are we going to do once we have analysed it? Delegate responsibility and monitor and review changes.
- Pupil Achievement – data to be collected in September (induction) and reviewed at the end of half term to ensure student engagement and needs met.
- Learning Opportunities – links with Lowestoft College, NSSC, Connexions, Employers.
- Admissions, Transitions, Exclusions (including SEBD) – monitoring of all exclusions and admissions for bias or high frequency
- Social Relationships – each case handled on own merits
- Employing, promoting and training disabled staff – we will monitor how representative our staff are in relation to community. Monitoring of the promotion and training of disabled staff in comparison to non-disabled staff. Headteacher to monitor.

### **Impact Assessment**

- Policies and procedures of the school will be reviewed bi-annually to ensure the policies and procedures are fit for purpose. Extensive feedback will be sought from stakeholders and reviewed by the governing body.



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## **Key questions the school needs to review regularly are:**

- What are the training needs of the school regarding the DCSF?
- Who will be involved in assessing impact and how will the school involve disabled people?
- How will the school determine priorities?
- Will the school need external expertise?
- Who will the school report the results to?
- Has contact been made with trade unions at the school?

April 2009