



Disability Equality Policy

Adopted:	March 2016
Review Date:	Spring 2017
Responsible for Review:	AHT - Inclusion
Committee for Review:	Care and Achievement
Frequency of Review:	1 Year
Statutory:	Yes

School Ethos, Vision & Values

The school is committed to equality of opportunity for all members of the school community, including employees, students, parents, carers and others working with the school. We will therefore ensure that people with a disability are not treated less favourably in terms of service delivery, procedures or practice.

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
- Complaints Policy
- Learning Expectation Policy
- Careers Education & Guidance
- Dealing with Racist Incidents Policy
- Citizenship lessons
- Assembly speakers
- Pupil Support Plan
- Options selection at the end of KS3
- Teenage health Information Service 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 education system and in society as a whole.” (Source: SEN in Nottingham- A Guide for Parents & Carers p.14.) This school therefore uses the social model of disability throughout our work. We

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 Head of House/Assistant Head of House/Form Tutor who will monitor and support social inclusion, as well as educational progress and behaviour. The House teams work closely with Faculty Heads, subject staff, the Assistant Head Teacher Inclusion, Special Educational Needs Department (SEND), behavioural support team and carers to ensure each student is treated as an individual with their own needs.

School's Strategic Priorities

- Students understand their rights and responsibilities through the learning expectations policy, Peer Mentoring and counselling support services. Students are fully involved in devising the policies through House councils, School Council and the House Captains system.
- The Teenage Health Information Service is known about and well-used by students
- Key policies are updated and implemented routinely to drive up standards
- Promoting an inclusive community through our wide curriculum offer; open options; House system; PSHE teaching, assemblies, admissions policies and extra curricular activities.

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:

- Accessibility 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 Equality Act 2010
- Eliminate harassment and/or victimisation of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons through appropriate representation (not representing disabled people in a demeaning way, and ensuring that they are represented and visible as a community)

- Encourage participation by disabled persons in public life, whilst respecting 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)
- Make reasonable adjustments to school procedures if this is necessary to meet the needs of members of the school community e.g. allowing blind students or those on crutches to leave lessons early and with an 'appointed friend' to facilitate ease of movement, avoiding crowds.

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:

- Three lifts in the main school, including the wheelchair lift to the library
- Developed policies and procedures to support disability and equality
- Increased the number of ramps and disabled parking bays around the school
- 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 personalised learning programmes to suit different learning and physical needs.

The School Council is an open elected forum that welcomes applications from all students, regardless of disability.



Involvement of Disabled People in Developing the Scheme

- Feedback from students has guided our thinking in terms of fully supporting people with disabilities, and this needs to continue to ensure we develop our policies and procedures to meet the needs of current and future members of the school community.
- 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.
- 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: Heads of House, Assistant Heads of House, behavioural support, Inclusion Co-ordinator and Disability 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 Friends of Bungay High

Information, Performance and Evidence

- We will gather information and evidence on performance and impact using feedback from stakeholders, which can be gathered through questionnaires, in SEN review meetings, verbally and in writing e.g. student surveys, and using summative data.
- Pupil Achievement data to be collected in September (induction) and reviewed at the end of half term to ensure student engagement and needs are met.



- Admissions, transitions and behaviour events (e.g. Time Out and Exclusions) will be monitored admissions for bias or high frequency.
- Analysis of performance and evidence of impact will be gathered and analysed by a variety of people and groups – the House team, SEN department (and Disability Coordinator) but is the overall responsibility of the Assistant Head, Inclusion.
- Where action is required, we will delegate responsibility and monitor and review changes.
- Learning Opportunities will be developed through links with further education providers, Employers and Aspiration Co-ordinator.
- Employing, promoting and training disabled staff: The Headteacher will monitor how representative our staff are in relation to the community, and how disabled staff are promoted and trained in comparison to non-disabled staff.

Impact Assessment

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