



DISABILITY EQUALITY POLICY

GOVERNING BODY APPROVAL:
Autumn Term 2020/21

COMMITTEE WITH RESPONSIBILITY FOR MONITORING
AND REVIEW:
Personnel Committee

NEXT REVIEW DATE: Autumn Term 2021/22

Mission Statement - 'Everyone contributes, everyone counts, everyone succeeds'

At Newman Catholic College 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 Newman Catholic College, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Disability Equality Duty (OED)

Definition of disability

The Disability Discrimination Act 2005 (ODA) 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 ODA 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 ODA;
- 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. ¹

¹ Where pupils are mentioned this also includes post-16 students.

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.

- *Election of parent governors*

The election of parent governors will now be covered by the ODA 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.

The school will undertake to use all available means to communicate with parents and carers. It will endeavour to make its communications accessible to all.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Newman Catholic College has consulted, and will continue to consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

consultation with disabled pupils / staff / parents / carers to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Consultation evenings
- Feedback slips
- Drop-in sessions

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Newman Catholic College has drawn up an action plan to make things happen, which outlines how the requirements of the ODA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

The following examples already in place at the College 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.
- Eliminating discrimination that is unlawful under the ODA and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Adapting the timetable to ensure ease of access for disabled pupils and staff
- Inviting speakers to address pupils on disability-related issues
- Providing supply and cover teachers with appropriate information on pupils' special needs and difficulties (without breaking confidentiality)
- Using the newsletter to raise awareness of disability issues
- Reviewing all emergency procedures to ensure the safety of disabled persons
- Providing on-going training for staff and governors at least once within the annual training cycle
- Providing blinds in classrooms to protect photophobic individuals

Appendix : Check list for school staff and governors

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, carers, visitors, pupils and staff in formats which are accessible if required?

Is everyone made aware of this?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

Related Policies

1 SEN Policy

Action Plan

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

| Aspect of the duty | Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date |
|--------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------|------------------------------------------------------|---------------------------|-----------------|
| 2010-11 | | | | | | | |
| 1. Creation of new Inclusion Register | Need for comprehensive and accessible information | All information to be brought onto a single register | Effectiveness monitored by SENCO | Termly | SENCO | Sept 2010 | On-going |
| 2. Staff training | Staff awareness | Training in needs of disabled provided to all staff | Training completed on asthma, Sickle Cell Anaemia, Diabetes | Annually | Business Manager | June 2010 | On-going |
| 3. Creation of IEPs for all students with disabilities | Need for systematic addressing of students' needs | Full statement of needs plus how needs are to be met recorded | | Annual review | Annually | SENCO Sept 2010 | On-going |
| 4. Information | Need to ensure that all adults dealing with students are aware of their needs | Staff to sign that they have read lists and policy at same time as HASAWand GP policies | Monitored by DHT inclusion | Annually | SENCO | Sept 2010 | On-going |
| 5. Registers to hold coded disability information | Form tutors need to know of disabilities | Information in coded form to be contained in registers | All tutors to be aware of issues | Termly | SENCO + Business Manager | Sept 2010 | On-going |

| 6. Training for first aiders | First aiders responses to crises need to be correct | First aiders to specific training courses | Courses completed | Annually as necessary | Business Manager+ Office Manager | Sept 2010 | Dec 2010 |
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| Aspects of the duty | Issue being addressed | Action to be taken | How will the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date |
|--------------------------------------------------|----------------------------------------------------|---------------------------------------------------|-------------------------------------------|--------------------------------------------------|------------------------------------------------------|------------|-----------------|
| 7. Inclusion of disability awareness in PSHESoWs | Need to raise students' awareness | SoWs to be reviewed and rewritten as necessary | Lessons/ Talks in disability taking place | Annually | SVP | Sept 2010 | On-going |
| 8. Provision of ramps for ground floor access. | Need to ensure ease of access for wheelchair users | Disabled access in place for access to all blocks | Not applicable | Bi-annual inspection as part of the HASAW review | Business Manager | Aug 2010 | On-going |
| 9. Signage for disabled toilet | Staff and pupils need to know its location | Disabled toilet in place, and sign posted | Not applicable | Bi-annual inspection as part of the HASAW review | Business Manager | Aug 2010 | On-going |

Monitoring and reporting

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 be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.