



OLDFIELD SCHOOL

Disability Equality Scheme

2007 – 2010

Purpose

The purpose of our disability equality scheme is to show how the school is going to meet the duty to promote disability equality for disabled students, staff, parents and members of the public.

The Disability Discrimination Act (DDA) 2005 requires us to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability – related harassment
- promote positive attitudes towards disabled people
- encourage disabled people’s participation in public life
- take steps to take into account people’s disabilities, even when that involves more favourable treatment

Our scheme will apply to the school building and everything that happens in and around the school.

It will build on existing policies, such as Special Educational Needs, Race Equality and Equal Opportunities and our Access Plan.

It takes into account the local authority’s provision for students with specific disabilities.

As a school, we are not required to do anything which is ‘unreasonable’ or ‘impracticable’.

Definition of Disability

Who are disabled people?

The DDA 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 day-to-day activities.”

Definition of the terms:

- “physical impairment” includes sensory impairments;
- “mental impairment” includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- “substantial” means “more than minor or trivial”; and
- “long-term” is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Involvement of stakeholders

In developing our disability equality scheme we have consulted with disabled students, disabled staff, disabled governors, disabled parents and disabled members of the community. We have asked all groups about whether there are barriers for disabled people and what "reasonable" adjustments we could make.

Students – this consultation involved an introductory discussion at School Council, this was followed up by each tutor group discussing barriers and suggested solutions.

Staff – this consultation took place at a Full Staff Meeting with small groups of staff discussing barriers and solutions on a variety of headings, such as Educational Visits, Behaviour, Curriculum, Homework, Premises and Lettings, Student Participation, Sex Education and Health and Safety.

Governors – this consultation took place at a Full Governing Body Meeting.

Parents and the Community – this consultation took place via the monthly school newsletter, Outlook.

In addition there have been other informal conversations with students, parents, and colleagues.

The outcomes of our consultation will form the priorities for our annual action plan.

Gathering Information

It is a requirement that we collect data about our disabled students and staff.

We are aware that at present we do not have all of this data and that it may be difficult to gather accurate information. So that we can attempt to gain the most accurate set of data we will:-

- explain clearly the definition of disability as outlined in the DDA
- explain why the information is needed
- reassure students, staff and parents about confidentiality

We have already sent out letters to all current students (and parents) and all staff to collect data.

From students we gained a 23% return rate, although it varied in different year groups.

This data will be used to inform our scheme and we will revise our procedures for collecting data so that it provides a fuller picture and is an ongoing process.

Data on students and staff (2007)

Nature of Disability	Number of students	Number of staff
Specific learning disability	2	
Blind or partially sighted		
Deaf or hard of hearing	3	2
Mobility difficulties		1
Mental health difficulties	3	
Unseen disability (e.g. diabetes, epilepsy)	3	
Autistic Spectrum disorder or Asperger's Syndrome	1	
Other	9*	1
Prefer not to say		2
	*4 = asthma	

(23% of support staff and 57% of teaching staff made returns)

Annual Report

We will write an annual report on progress being made to promote disability equality. In drawing up the report, we will seek the views of our stakeholders. Progress with the action plan will be discussed by governors.

The scheme will be reviewed and revised every three years.

Publication

The school's disability equality scheme will be published on the school website and will become part of our portfolio of school policies. We will provide a hard copy to anyone who asks for it.

Action Plan 2007 – 2008

Focus Activity	Student Provision	Student Provision	Information	Training	School Policies and Procedures	Curriculum	As buildings are refurbished identify physical access improvements 2008 – 2010 KSS3 National Curriculum Revisions Training for Staff
Rationale	Take steps to take into account people's disabilities	Take steps to meet disabled people's needs	Eliminate unlawful discrimination	Eliminate unlawful discrimination	Promote equality of opportunity	Eliminate disability related harassment	
Targets	- Provide designated lockers - Produce "Medical Time Out" Card (Student Welfare Assistant)	Provide a confidential, trained counsellor	- Change student admission form - Change staff information form	Provide training for all staff on asthma	As each school policy is reviewed, adjust policies as appropriate re disabled people	Rights of disabled people to become part of revised PSHE Curriculum	
Success Criteria	- Students with mobility and similar disabilities do not need to carry bags around school - Students no longer embarrassed about their disability	- Students are able to discuss any issues with counsellor - Appointment slots are taken up by students	School is able to make reasonable adjustments because it is aware of those students and staff with specific needs	- Staff feel confident to assist with any asthma related incidents - Students receive sympathetic treatment from staff	School ensures reasonable adjustments are made to all aspects of school life	Students understand the nature of bullying/ harassment and are involved in combating it	
Monitoring	All Teachers	Student Welfare Assistant	HT	All Staff	Leadership Team	Assistant HT i/c PSHE	
Evaluation	Curriculum Committee	Personnel Committee	Finance & Resources or Personnel Committee as appropriate	Personnel Committee	Relevant Governor Committee	Curriculum Committee	
Financial Implications	None		Nominal	£150 for session at Staff Training Day	None	None	

