

Hartismere High School

Disability Equality Scheme / Accessibility Plan

3 Year Period December 2008 - 2011

Introduction

Schools now have a general responsibility under the new Disability Equality Duty.

The Disability Equality Duty requires all schools to:

- *Eliminate discrimination that is unlawful under the DDA.(Disability Discrimination Act 2005)*
- *Eliminate harassment of those with a disability.*
- *Promote positive attitudes towards disabled persons.*
- *Encourage participation by disabled individuals.*
- *Take steps to take account of disabilities even if this involves treating disabled persons more favourably.*
- *Prepare and publish a disability equality scheme to show how they will meet these duties.*

Schools are also required to produce an Accessibility Plan that identifies the action the school intends to take over a three year period to increase access for those with a disability in three key areas. .

- *Increasing the extent to which disabled pupils can participate in the school curriculum.*
- *Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.*
- *Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*

This scheme sets out the steps that the school will take to improve outcomes for disabled pupils, parents/carers, and staff in all aspects of school life. These will be published and evaluated annually

School Ethos, Vision and Values

Hartismere High School aims to provide the highest quality teaching and learning experience for our students. The school also aims to enable our young people to play a full and positive part in making a lasting contribution to the community.

We value every child. We want them to enjoy and value their time at school in its own right as well as seeing the importance in preparing them for adult life. We encourage pupils to be self disciplined, responsible, considerate in their dealings with others, and to respect everyone's individual talents.

Our school is a resource for the whole community, with whom we share responsibilities. To benefit fully from membership at Hartismere, commitment is required from pupil, parent and school.

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 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 is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

Definition of Disability

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 normal 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 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 of 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 of 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.

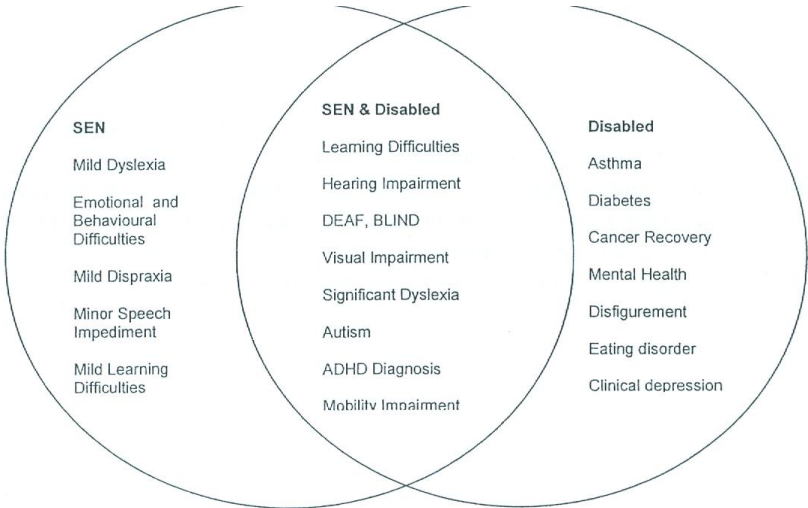
Social Model of disability

Our school accepts the "social model" of disability which 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.

Our 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 pupils may or may not have special educational needs. We also recognise that social, emotional and behavioural difficulties are part of this definition where they have a substantial and long-term effect on a child or young person's ability to carry out normal day to day activities.

The schools SEN and Medical registers and general pupil data will be used to identify students who meet the broadened criteria of disability whilst personnel records will provide the same information about staff.

Suggested overlap of SEN and DDA disability definition for young people



Involvement of disabled pupils, staff and parents

The views of pupils, staff, parents and governors have been sought in developing this scheme, in order to ascertain the strengths of its current provision and identify priorities for development. Questionnaires have been distributed to pupils, parents, governors, staff and visiting professionals, to obtain a first response, and disabled people have been invited to join the committee. The Schools Council have been invited to share their views. Views will be sought on a regular basis.

The Schools' newsletter and website are used to share information.

The pupils admission form has been adapted to include further information about disabilities. The staff have information sheets displayed informing them of particular student disability, and are regularly updated about new pupils with disabilities. There are also regular updates through INSET and information sheets about specific disabilities and appropriate strategies.

Information gathering

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. This will include gathering information on:

- Pupil achievement (tracking)
- Learning opportunities
- Admissions
- Exclusions
- Social relationships (Inclusion area)
- SEN register
- Medical register
- Employing, training and promoting disabled staff

The SEN register and the Medical register provide information about pupils with disabilities, which are identified across the full range of impairments. Further information is available through SIMs (School Information Management System), provided by parents and forwarded from feeder primary schools
Information regarding staff disabilities is held in confidence by the Head and senior management.

See Appendix 3 for further data

Information regarding: Staff

Recruitment/retention

In line with the LEA guidelines, the school operates an inclusive recruitment policy. Governors are responsible for ensuring that recruitment of staff is free from discrimination, and job opportunities are open to all. Where long term illness is an issue school undertakes to support each individual appropriately eg part time working conditions, support mentoring, and negotiations with LEA.

Whilst respecting confidentiality, all staff are given an opportunity to disclose disability, when applying for jobs, and through performance management interviews in an atmosphere of trust.

Information regarding: pupils

The school admission policy does not discriminate on the grounds of disability.

Pupils with disabilities participate fully in all curriculum areas, and reasonable adjustments are made to support pupils in particular areas where their disability could prove a barrier- eg. A teaching assistant will provide support in PE for some pupils with physical or sensory difficulties;

Achievements of disabled pupils are monitored through the whole school recording and assessment processes; data is regularly reviewed for evidence of underachievement or lack of progress.

Information regarding: parents/carers

We are aware of some access issues for parents/carers., and aim to address these through our action plan. Parents are encouraged to inform us of any difficulties in access. Telephone communication or email can provide alternatives to attendance at parents evening for parents with disabilities.

Existing arrangements to support disabled pupils include:

Close liaison with feeder primary schools - including additional familiarisation visits as needed;

TAs and learning mentors; inclusion area;

Working closely with parents of disabled pupils

Good liaison with outside agencies

Clear communication with all staff about areas of need and difficulty

Provision of safe area for vulnerable pupils at break and lunchtime

Improvements to physical environment include : ramps; electric doors; improved lighting and signage; removal of obstacles in corridors;

Access to laptops for selected pupils;

Enlarged print for pupils with visual difficulties;

Provision for physiotherapy; adjustable height benches and tables

(see appendix for further details.)

Wave 2 and 3 Intervention groups : Homework Xtra; Sound Discovery; Catch Up; Social Skills;

Impact Assessment

We shall amend our records of disabled pupils staff and parents annually, and will seek feedback from them about changes we have implemented and further needs that have come to light. We shall seek feedback too from pupils and support staff working with

disabled pupils, and from parents of disabled pupils about the impact of changes we have made.

We shall consider each of our existing school policies from the point of view of its impact on disabled pupils staff and parents as we carry out our rolling programme of policy review. In developing each new policy we shall consider its likely impact on disabled pupils, staff and parents.

Our Action Plan

Previous access audits carried out by the school(April 2007) have identified the following areas for further attention.

- Training for all staff regarding Disability Equality.
- Differentiation for pupils
- Inclusion for disabled pupils in PE activities
- Regard for disabled pupils on school visits.
- Information provided in other formats for pupils and parents

Replies to questionnaires issued during 2008 to staff, parents, pupils and members of outside agencies have been analysed and results are included in Appendix 2. These results have been considered when drawing up our Action Plan.

This scheme incorporates the schools entire accessibility plan, which is attached to this document

After several meetings of the Scheme committee, and consultation with staff, the attached Action Plan has been drafted to include proposed improvements over the next 3 years - 2008 - 2011

This plan has been submitted to the senior management of the school for approval, and then will be considered by the governing body.

Publication

The disability equality scheme and action plan will be published in July 2008, and will be available on request from the school office. It is hoped to make it available also on the school website.

Reporting

We will report annually to governors and parents on the progress we are making on promoting equality of opportunity for disabled peoples.

We will report on the progress they have made on their action plan; and the effect of what we have done.

Reviewing and revising the scheme

The scheme will be reviewed annually by a designated committee to include SENCO and SEN governor, and every 3 years by senior management. Revisions will be made as necessary.

Interim Review - *July 2009*

Review Date.....April 2011

Senior Member of Staff Responsible.....

Designated Member of Staff.....

Governor Responsible... Mrs Marian Ravenhill

Appendix 2 - Responses to questionnaires

a) Pupil questionnaires 534 returns

As part of the pupil questionnaires, pupils were also asked to identify things they would like to change. Comments covered a whole range of issues/areas of school life, including teaching approaches, lessons, uniform, extra curricular activities, the physical environment, lunchtime arrangements and facilities, rewards and punishments.

The most frequently recurring concerns were as follows:

- 95 pupils wanted more places to go/be at lunchtime (a further 19 wanted more lunchtime activities, meaning over 20% of KS3 & KS4 population feel this is a priority)
- 94 pupils raised issues concerning school uniform. Many said they would prefer no uniform, others wanted changes - a considerable number mentioned a v neck jumper.
- 52 pupils expressed concern about crowding or inadequate corridors, often mentioning 'C' corridor and 'H' block.
- 58 pupils wanted changes to the dining room (plus another 22 requests for more snacks available outside and changes to the lining up procedures)

b) parent questionnaires

c) Outside Agencies 11 issued - 6 returned (28/05/08)

Appendix 3

Medical Register - as at 27/05/08 compiled from pink forms information, and printed from SIMS.

Identifies the following:

Asthma -	91	Allergies -	36
ASD -		ADHD -	7
Hearing impairment	4	Visual impairment	5
Heart problems	8	eczema	9
Migraine	10	Arthritis	4
Cerebral Palsy	3	Spina Bifida	1
Diabetes	3	Cancer	1
Osgood Schlatters	2		

This is not a complete list, as some information has not yet been added to SIMS

Sen Register - as at 27/05/08

Cognition & Learning	S	P	A
Behaviour & Emotional	S	P	A
Physical & Sensory	S	P	A
Communication	S	P	A