

# Disability Equality Policy



SAMUEL WARD

## **1. Ethos, vision and values**

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

The school will not tolerate the harassment of disabled people with any form of impairment or those pupils who are carers of disabled parents.

Samuel Ward has high expectations and ambitions for its disabled pupils and encourages them to be part of every aspect of school life. The school expects disabled pupils to achieve to the best of their ability and will respond to their diverse needs through setting appropriate learning targets and minimising potential barriers to effective learning and assessment.

## **2. What do we mean 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 para1.1) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act to include people with cancer or surviving cancer and people with HIV and Multiple Sclerosis from the point of diagnosis. Additionally the need for a mental impairment to be clinically well recognised has been removed.

Physical or mental impairment includes sensory impairment and hidden impairments such as mental illness, mental health problems, learning difficulties, dyslexia and conditions such as diabetes and epilepsy.

The school recognises that social, educational and behavioural difficulties can be part of this definition.

Pupils may have a disability or special educational needs or both.

Samuel Ward Academy recognises that disability is not caused by individuals, but by the physical, environmental and attitudinal barriers which exist in society and that can prevent disabled people from enjoying the same opportunities as people who are not disabled.

### **3. 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 discrimination that is related to disabilities
- Promote positive attitudes to disabled persons
- Encourage the participation of disabled persons in all aspects of school life and respect their wishes 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 this involves treating disabled persons more favourably than other persons.

### **4. Consultation/Involvement**

The production of this disability scheme provides the school with a framework for integrating disability equality into all aspects of school life. The scheme is produced in accordance with local authority guidelines and ongoing adjustments will be made if necessary.

Disabled pupils, the parents of disabled children, disabled staff and other support workers with disabilities have been consulted.

Some recent examples of this are:

- Increased classroom support and personalised timetable for a pupil on the autistic spectrum
- Hatching and painting of steps and pavement edges for the partially sighted
- Provision of changing bed and lifting training for TAs to facilitate the changing and toileting of pupil with severe learning difficulties
- Full access for the disabled to the new hairdressing salon in school with appropriate washing and seating for any disabled student undertaking the course.
- Availability of specialised equipment and utensils to enable pupils with physical disabilities full access to GCSE Food Technology.
- Specific dieting and monitoring of eating regime for ADHD pupil carried out by catering staff
- Full access to college provision for pupils with physical and mental disabilities, including enhanced support provision at college.
- Inclusion of disabled pupils on school trips that have included visits and extended activities abroad.
- Inclusion of disabled pupils, parents and carers at all review meetings, transition planning and pastoral support meetings, etc.

Disabled pupils, staff and parent carers are an integral part of school life and are involved in all planning, development and monitoring of provision for the disabled in the school. Involvement in decision making bodies such as the school/student voice is promoted as is membership of the school governing body.

#### **4.1 Access to the curriculum**

Samuel Ward is committed to providing equality of opportunity for the disabled and all have full access to the KS3/4/5 curriculum and extra-curricular activities.

Learning Support connects disabled pupils to the curriculum and at all times tries to support the development of independence and promote social interaction.

The school employs a model of Teaching Assistant support and attachment to curriculum areas coupled with targeted and individualised withdrawal to the learning support area to address specific learning and/or behavioural difficulties.

Provision for the disabled mirrors whole school processes and is an integral part of target setting, pupil review days, monitoring progress and action as a result of such monitoring.

Extensive collaboration with other support agencies, West Suffolk College, Priory Special School and pyramid links with middle and first schools help to best address the curriculum needs of pupils with a range of different impairments.

#### **4.2 The Physical Environment**

The school is on one level with single storey buildings throughout. Some changes in ground level and associated inclines and steps are present but all parts of the school are available to wheeled chair users and all steps are ramped. Toilet facilities are available for the disabled in both buildings (A and B block).

Full access is available to the Sports block and recent building modification has included the provision of disabled changing room, toilet and showering facilities. Modifications to other areas have seen the availability of dance/drama facilities and hairdressing salon.

The school has car parking congestion and parking for the disabled is a problem. Adequate facilities are available for the special transport of disabled pupils to and from school but long term parking for disabled staff/visitors/carers is not designated.

Following an audit undertaken by the LA in 2007 further changes were made and 'C' block and modular buildings were upgraded to comply with standards.

## 5. Information, Performance and Evidence

The school annually carries out a special needs audit of the incoming year 7 which comprehensively identifies the disability of pupils as defined by this Disability Equality Scheme. The school needs to review its structures to identify and monitor disability amongst its employees and others involved in the school community.

**5.1** The school gathers information about its performance on disability equality under the following criteria:

- **Pupil Achievement** – performance of all pupils on the SEN register is reviewed at the end of KS3 and KS4. The register will include all pupils with a disability and the effectiveness of the register in capturing all those pupils who are disabled is regularly reviewed. Examination performance in KS3 tests and GCSE passes at A\*-G and A\*-C is supported with the use of Midyas data and Fischer Family Trust data. It should be recognised that regularly over the last 10 years 100% of pupils at Samuel Ward have achieved at least one GCSE grade at A\*-G and 96% or more have achieved 5 GCSEs at A\*-G or better. See current review and SEF documentation for further achievement data.  
More specific data needs to be accumulated as part of this scheme on the disabled, focussing on the achievement both in real terms and value added for those pupils with specific disabilities such as Autism, ADHD and mental impairment.
- **Learning Opportunities** – all pupils with disabilities have full access to the KS3/4/5 curriculum and wherever possible to the full range of extra-curricular activities. The school has extensive college links for access to more vocational learning experiences such as Construction, Motor Vehicle Engineering and Horse Care. Disabled pupils, where it is appropriate to individual learning needs, are prioritised for these college placements. Other additional learning opportunities included within school planning for the disabled include work experience placements, New Start, Connexions involvement, part time placements in more specialist institutions such as Priory Special School, the Sca project, Xcel, Albany Centre etc and the support and involvement of external agencies.
- **Admissions, Transitions, Exclusions** – disabled pupils should not be over-represented in these categories. The school needs to address the evidence and particular look at the correlation of ADHD disability and fixed term and permanent exclusion.
- **Social relationships** – the tutoring and pastoral systems in the school are designed to promote and improve social relationships between all pupils including between the disabled pupils and non-disabled pupils.

Feedback from disabled pupils and their carers has always been very positive and where there have been difficulties this has not been to do with disability.

## **6. Impact Assessment**

Current Disability Equality will be reviewed annually drawing on feedback from pupils with a disability, their parents or carers, the teaching and support staff and any others involved in the school community.

### **6.1 Action Plan**

Current priorities for the period 2012-2015 are:

- Training for all staff to further develop the dyslexic friendly school.
- Training to enhance existing expertise and knowledge on the pupil with ADHD and the pupil with an autistic spectrum disorder.
- Analysis of academic performance for the above disabled pupils and their social integration as evidenced by exclusion statistics, involvement in the school community, success in extra-curricular activities, etc.
- Increased disabled pupil involvement in the review and monitoring of the Disability Equality Scheme.
- Provision of automatic opening doors to the main entrance of the school.
- Access between A and B blocks for the physically disabled and the need to consider in any future changes the provision of a covered slope so as to afford protection from rain etc to the wheel-chair bound student.
- Survey of buildings by RNID to determine correct type of equipment to ensure the inclusion of the deaf and hard of hearing.
- Opening of new SEN school for ASD pupils

## **7. Reviewing/Monitoring**

The above scheme will be reviewed annually and revised in 3 years. Review and revision will be consequential to the consultation of the disabled pupils, their parents or guardian, the disabled adult, teachers, support staff, the site manager, the school governors and on the advice and recommendations of the Local Authority.

**Review Date** – January 2015

**Senior Member of Staff Responsible** – Mrs R Smithson

**Governor responsible** – Mrs L Maidment

## Appendix - the Action Plan

Priority	Action Required	Success criteria	Timescale	Person responsible
Dyslexic friendly school	E Mutton visit, faculty evaluation and inset	Effective provision and support in class	2012-2015	SENCO Hds of Learning school TAs
Autistic and ADHD pupil performance	Performance analysis, staff training and inset	KS3 performance GCSE performance Post 16 remaining in Education	2012-2015	SENCO Hds of Learning school Faculty Heads TAs
Provision of automatic main entrance doors	Survey, costings, installation etc	Fitting and effective use and disabled evaluation	2013	Business Manager Site Manager
Covered access for the wheelchair bound pupil/adult A to B block	As above	As above	2014	Business manager Site Manager
Hearing survey	RNID assessment	Report and appropriate action – hearing loop or advice	2013	SENCO Advisory Teacher for the Hearing Impaired
Opening of a Special School	Open school	School opens and meets the needs of learners	2013	Principal

Academy staff were consulted on this document and it was accepted by the Operations & Assets Committee on:	
It was ratified by the Governing Body on:	21.01.13