

DISABILITY EQUALITY SCHEME

Version 5.0 (proposed amendments)

NOTE: Annual Committee check and Full Review four-yearly.

Review by People Committee:	January 2020
Adopted by Governing Body:	February 2020
Next Full Review Due:	Spring 2024
Reviewer:	L.Coffill/SENDCo
Governor Link:	S.Gates

Disability Equality Scheme

East Barnet School, Chestnut Grove, East Barnet, EN4 8PU

A. Statements of Principle

1. At East Barnet School, we are committed to ensuring equality of education and opportunity for disabled students, staff, parents and members of the community who receive services from the school.
2. 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.
3. The achievement of disabled young people will be monitored and we will use this data to raise standards and ensure inclusive teaching.
4. We will make reasonable adjustments to make sure that the school environment is as accessible as possible for disabled students, staff and other members of the EBS community.
5. At East Barnet School, we believe that diversity is a strength, which should be respected and celebrated by all members of our community.

B. Key Definitions

1. Definition of disability

The Equality Act (2010) 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 EA 2010 has also extended the definition of disability as follows:

- a) 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.
- b) Section 60 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.

C. Requirements

The school will have due regard to the following as required by The Equality Act (2010) which places a general duty on schools.

1. Promoting equality of opportunity between disabled people and other people.
2. Eliminating discrimination that is unlawful under the EA.
3. Eliminating harassment of disabled people that is related to their disability.
4. Promoting positive attitudes towards disabled people.
5. Encouraging participation in public life by disabled people.
6. 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 students, staff and those using services provided by schools.

D. The Disability Equality Duty (DED)

1. 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 adults with disabilities. The following will be monitored:

- Achievement of disabled students
- Effectiveness of provision for disabled staff

2. Additional implications for schools

a) 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.

b) 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.

c) 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.

d) Effectiveness of provision for staff

The school will undertake an initial review of staff who identify themselves as disabled when the start employment at the school, and annually, to make sure their needs are met, and they are not experiencing any barriers or discrimination in their roles. This may involve positive discrimination so they are able to achieve their potential in the workplace.

3. Election of parent governors

The election of parent governors will now be covered by the **EA (2010)**, 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.

Involvement and consultation

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

East Barnet School has consulted with disabled students, staff and service users in the development of our Disability Equality Scheme by:

1. Involving all students and parents in whole school consultation on matters such as: the school code, structure of day and curriculum. Where appropriate specific individual consultation is carried out, particularly at key transition points so effective and supportive progression can be made.
2. Carrying out annual parent questionnaires and student questionnaires.
3. Carrying out individual one to one interviews / discussions with students and families.
4. Carrying out annual focus groups with staff who identify themselves as disabled, so that the policy is fit for purpose.

East Barnet School invites parents to:

1. Have open contact with the school about any issues.
2. Students are invited to participate via discussions, questionnaires, activities with their tutors and the School Council / Leadership Team.

Actions:

The Disability Equality Scheme is reviewed annually.

Questionnaires are the primary means of collecting information from all stakeholders

Admission forms include questions related to disability and to preference of form of communication

Good practice examples:

- Promoting equality of opportunity between disabled people and other people.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through the curriculum evenings for parents
- Ensuring that the talents of disabled pupils are represented accordingly through the **More Able** Registers.
- Ensuring that the maintenance of rigorous Assessment, Recording and Reporting is applied equally to all students within the school
- Eliminating discrimination that is unlawful under the **EA 2010** and harassment of disabled people that is related to their disability.

- Monitor incidents of harassment and bullying of disabled students. Encourage students to report and take action against offenders.
- If a number of incidents have been prevalent within a particular year group, use strategies such as circle time, workshops, assemblies to investigate and address the issue with all students.
- Promoting positive attitudes towards disabled people, **by placing positive disability displays around the building.**
- Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials. Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Encouraging participation in public life by disabled people.
- Ensure that disabled students are represented and encouraged to participate in class assemblies, plays, events and on the School Council.

All school policies are to be found on the EBS website.

ACCESSIBILITY PLAN

A. Statements of Principle

1. At East Barnet School, we are committed to ensuring equality of education and opportunity for disabled students, staff, parents and members of the community who receive services from the school.
2. 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.
3. The achievement of disabled young people will be monitored and we will use this data to raise standards and ensure inclusive teaching.
4. We will make reasonable adjustments to make sure that the school environment is as accessible as possible for disabled students, staff and other members of the EBS community.
5. At East Barnet School, we believe that diversity is a strength, which should be respected and celebrated by all members of our community.

East Barnet School was built in 2010 and, as a consequence, met the legal requirements of the Equality Act 2010. Staff and students had a big input into the Architect's plans to make the school accessible and inclusive for the whole school community.

B. Key Definitions

1. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
2. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".
3. According to the Equality Act 2010 a person has a disability if:
 - a) He or she has a physical or mental impairment, and
 - b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
4. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
5. The East Barnet School Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

6. The Accessibility Plan contains relevant and timely actions to:
 - a) Increase access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - b) Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
7. The East Barnet School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
8. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
9. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - a) Behaviour and Exclusions Policy
 - b) Curriculum Policy
 - c) Critical Incident Management Plan
 - d) Health & Safety Policy
 - e) Special Educational Needs Policy
 - f) Teaching to Facilitate Learning Policy
10. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
11. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan will be monitored through the Governors' People Committee.

14. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher and SLT**
- **SENCO**
- **Business Manager**

Aspect of the Duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored	How often will the monitoring take place	Who is responsible for implementing the action	Start date	Completion date
Taking steps to meet disabled people's needs, even if it requires more favourable treatment	Ensuring preference of form of communication of stakeholders is known.	Appropriate question on Admission form	Students Attendance, parents/carers attendance at parents' evenings and other information evenings. Students' involvements in educational visits. Residential visits/ extra-curricular clubs.	Annually	Head of AEN/ Head of Admissions	Spring Term	Sep 2020
Taking steps to meet disabled people's needs, even if it requires more	Review of DES to take into account views of all stakeholders	Questionnaires to be distributed to all stakeholders	Information collated and analysed. Implications for DES discussed and acted upon.	Annually	SENCo/ADHT	Summer 2020	

favourable treatment							
Taking steps to meet disabled people's needs, even if it requires more favourable treatment	Data collected accessible by all school staff	SLT to liaise with admin	As above and feedback from staff	Annually	SLT	Autumn term	July
Review Accessibility Plan	Accessibility plan in place in light of Equality Act 2010	Review Accessibility Plan in order to see how we can further improve accessibility for all.	As above	Annually	SLT		

Monitoring and Reporting

The monitoring of actions outlined in the action plan will be periodically reviewed within specific timescales.

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.

Progress of the Disability Equality Scheme and the effectiveness of its implementation will be reported in the Headteacher's Termly Report to Governors where appropriate. This report will be circulated to Governors and any findings will be used to improve the Disability Equality Scheme, the School Improvement Plan and feed into future practice.

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 any 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, the school council, trips and social gatherings.
- 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?
- 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, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?