

# Disability Equality Scheme

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**Cranbury College**



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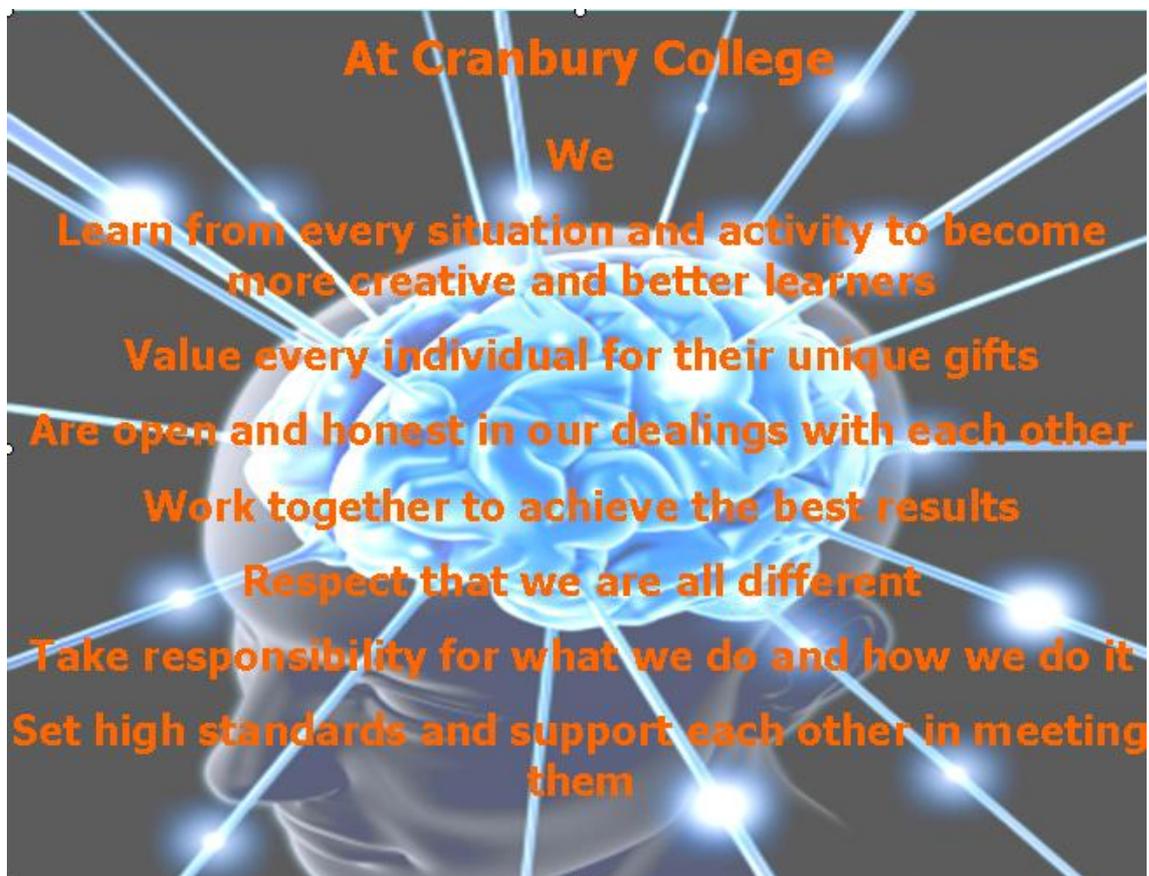
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## Ethos Statement

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At Cranbury College we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the College. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in College 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 College environment is as accessible as possible. At Cranbury College we believe that diversity is a strength. We value every individual for their unique gifts and believe that diversity should be respected and celebrated by all those who learn, teach and visit here.



# Definition of disability

The disability discrimination duties and the planning duties are owed to all pupils who are defined as being disabled in legislation.

## Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1), Disability Discrimination Act 1995

### 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.

### Mental and physical impairments

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 pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

### Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one 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.

**Special educational needs and disability** Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

## **The Duty**

The Disability Discrimination Act 2005 places a general duty on Colleges, 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 DDA;
- 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 the College.

## **The role of individuals and groups within Cranbury College**

### The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for ensuring that the school Disability Equality Scheme and its procedures are followed
- reviewing the policy in line with other Equality policies

### The head teacher is responsible for:

- making sure the school Disability Equality Scheme and its procedures are followed;
- making sure the disability plan is readily available and that the governors, staff, pupils, and their parents and guardians know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment, discrimination, and bullying related to disability.

### All staff are responsible for:

- dealing with unacceptable incidents involving discrimination and prejudice
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities
- avoiding discrimination against anyone for reasons of disability
- keeping up to date with the law on discrimination
- taking up training and learning opportunities.

### Visitors and contractors are responsible for:

- respecting and following, our Disability Equality Scheme.

## Implications for Cranbury College

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### Monitoring

To meet the Disability Equality Duty, it is essential that aspects of College 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.)

### The role of a College as a service provider

Colleges 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, Colleges 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

College 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.

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## **Election of parent management committee**

The election of parent management committee will now be covered by the DDA 2005, and management committee 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 member is elected, the College management committee functions in relation to that parent are covered and the College must ensure that they can participate fully in College life.

## **Involvement and consultation**

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It is a requirement that disabled pupils, staff and those using College services should be involved in the production of the Disability Equality Scheme. Cranbury College will consult with disabled pupils, staff and service users in the future development and review of our Disability Equality Scheme by:

- Consultation with disabled pupils / staff / parents/ a disabled member of the management committee when possible to determine their priorities for the College with regards to disability equality over the next three years
- Reviews                      Student/ parent View forms from CAF review  
  Parental view form for Statement reviews  
  Child's view form at statement reviews
- Drop-in sessions on an informal basis with SENCO and class teachers and at Parents' Evenings
- Questionnaires and analysis of the answers given

In order to ensure that action is taken to meet the Disability Equality Duty, Cranbury College has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and management committee, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

## Appendix: Check list for College staff and management committee

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- 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 College life? How is this shown through representation in College events such as class assemblies and the College 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 College books, displays and discussions such as circle time and class assemblies?
- Does the College take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the College environment as accessible as possible to pupils, staff and visitors to the College? Are open evenings and other events which parents or carers attend held in an accessible part of the College?
- 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 management committee open to candidates and voters who are disabled?

## Cranbury College Action plan 2009-2010

The following action plan outlines what will be achieved in the next year 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
Increasing equality of opportunity between disabled people and other people	Ensuring all parents of students on roll have access to specialist parenting courses and that information about these courses is accessible to our parents	Triple P trainers to work with advice centre manager to agree action plan to ensure parents are given accessible opportunities to attend	Attendance at and Feedback from courses will monitor the effectiveness of learning.	At start and end of each course  Revise plans before new course	Headteacher  Triple P trainers	Sept 2009	July 2010

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
Promote positive attitudes towards disabled pupils	Students mainly access books, posters and media which contain few positive images of disabled people	Visits from disabled people to be planned into whole school days and community cohesion events  Ordering of new curriculum resources to include an audit of positive disability images and information.	Impact of special days to be reviewed by SLT member through evaluation which will monitor attitudes about disability	Throughout year according to whole school diary	member of staff responsible for SEAL	Sept 2009	July 2010

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
Eliminating discrimination	Incidents of bullying and discrimination may occur in College.	Head to monitor incidents of harassment and bullying. SEAL sessions, Circle Time and assemblies in Key Stages and classes to deal with issues arising from any incidents.	Log to be kept. Have the number of incidents reduced?  Pupil surveys and discussion in student council	Half termly, following SEAL topics.	Headteacher  Member of staff running student council/ SEAL  All adults in College	Sept 2009	July 2010

