



THE
MANOR
SCHOOL

DISABILITY EQUALITY SCHEME ENCOMPASSING THE ACCESSIBILITY PLAN

DOCUMENT HISTORY			
Plan Written	September 2005	Ratified by FGB	01/09/05*
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Plan re-written	November 2008	Significant changes to due relocation of school buildings onto one site and substantial building work	
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Disability and Equality Scheme and Accessibility Plan



Introduction

The Equality Act 2010 has replaced all existing legislation such as the Race Relations Act, Disability Discrimination Act 1995 and Sex Discrimination Act. The Governing Body has had three key duties towards disabled pupils, since September 2002.

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; *[the Equality Act 2010 extends the reasonable adjustment duty to require schools to provide auxiliary aids and services – however this duty is not yet effective, awaiting consultation on implementation and approach.]*
- to plan to increase access to education for disabled pupils.

The Equality Act 2010 has extended protection to pupils who are pregnant or who are undergoing gender reassignment.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the areas detailed above:

- 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.

The 2010 Equality Act continues to place a **general duty** on schools, 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 Equality Act 2010;
- 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.

The production of this Disability Equality Scheme provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to improve equality and accessibility for our school.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan. This is an extract from the school improvement plan.

Aims and objectives

It is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. As a Christian school, we believe that every child should feel that they are wonderful, amazing, loved, valued and unique, because God made them that way. Equality of opportunity at the The Manor School is about providing equal access and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents and community members.

We strive to include and engage all pupils and to prepare them for full participation in a diverse society. We aim to meet the needs of all, taking account of gender, (including transgender), ethnicity, culture, religion, language, disability, specific circumstance (e.g. a pupil who is pregnant or who has recently had a baby) ability, age and social circumstances; and in relation to the Disability Equality Scheme, endeavour to eliminate discrimination, harassment related to disability, promote equality of opportunity between disabled and other people, promote positive attitudes towards disabled people and to take account of disabled people's disabilities even if that involves treating disabled people more favourably than other people.

This Disability Equality Scheme and Accessibility Plan has three main strands:

- Increased access to the curriculum for disabled pupils.
- Improvements to the school environment to increase accessibility for disabled people.
- Improvements in the provision of information for disabled people.

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”. The DDA identifies “substantial” as “more than minor or trivial” and “long term” as a period longer than (or is likely to be longer than) 12 months.

Physical or mental impairment includes sensory impairments and also hidden impairments. The definition is broad and includes a wide range of impairments such as difficulties with mobility, coordination and manual dexterity; sight, hearing and speech and language impairments; and breathing and continence problems as well as ‘hidden’ ones such as depression, dyslexia, cancer, HIV, epilepsy and autism (if the effect on the person’s ability to carry out normal day to day activities is substantial and long term.) An impairment does not mean a pupil is disabled. It is the effect this has on their ability to carry out normal day-to-day activities. There is an overlap with Special Educational Needs but not all disabled pupils will have special needs.

This school uses the “social model” of disability, and so recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which can exist in society as a whole.

Current Practice

- Information is collected on disability with regards to both pupils and staff and this information is used to improve standards at the school.
- Disabled pupils are encouraged to participate in school life through representation in all school events and the school council.
- Bullying and harassment of disabled pupils and staff is monitored and this information is used to make a difference.
- Disability is portrayed positively in school books, displays and discussions such as circle time and class assemblies.
- All classrooms and communal spaces are on ground level and accessible by an alternative ramped route.
- The school environment is as accessible as possible to pupils, staff and visitors to the school, although gates are locked during the school day to ensure safety.
- Open evenings and other events which parents or carers attend are held in accessible parts of the school and all disabled routes are available to parents and carers.
- Information is available to parents, visitors, pupils and staff in formats which are accessible if required (including alternative language, large print etc.).
- Procedures for the election of parent governors are open to candidates and voters who are disabled.
- The school day and residential visits ensure equality of opportunity for disabled pupils.
- Arrangements are made for lunchtimes so that disabled pupils are not at a disadvantage.

- Homework is set so that it does not disadvantage disabled pupils.
- Classroom organisation ensures that the needs of disabled pupils are accommodated and supported to learn.
- The current arrangements for Sports Day take into account the needs of disabled pupils and parents, especially the new format of activities and cross phase support.
- There is a good representation of disabled persons in books and software.
- The current school uniform is flexible enough not to cause problems for disabled pupils.
- The recruitment procedures in place do not discourage applications from disabled persons.
- Current arrangements for parental consultations and Individual Education Plan review meetings consider the needs of disabled parents and can take place in the home if necessary.

The Manor School is keen to ensure that none of its policies and practices disadvantage disabled people. All existing policies and practices will be reviewed in accordance with the existing timetable. When creating new policies or carrying out reviews of existing policies, the staff and governors will:

- Assess their likely or possible consequences for disabled people
- Alter or amend proposed policies where necessary so that they promote disability equality and eliminate discrimination
- Identify actions arising from the policy which need to be added to the Action Plan, including the collection of associated evidence on the impact of the policy and actions.

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme. The Manor School has involved disabled people in the development of this Scheme by:

- responding to the concerns of parents and carers raised at afternoon tea meetings; and through feedback slips and questionnaires.
- consulted pupils through School Council meetings
- talked to disabled staff and parents
- taken account of the priorities of the local authority.

The scheme will be reviewed taking into account the views of all stakeholders communicated through the school survey and other opportunities to share information.

Increased access to the curriculum for disabled pupils.

This is achieved through the Accessibility Plan.

The school also draws upon the expertise of external partners e.g. speech and language therapists, physiotherapists etc; and the expertise of in school professionals eg. SLC teachers, SENCo. There are also valuable contributions from subject leaders, curriculum planning and timetabling, the use of the Intervention Team, the appropriate deployment of teaching assistants, advice and support from the LA, pupil involvement and the use of the School Council, and consultation with parents and carers.

For disabled pupils consideration is always given to particular groups, as part of normal good teaching practice, for example:

- PE for pupils with a physical or sensory impairment
- Music for deaf and hearing impaired pupils
- Easy language or visual support information for pupils with learning difficulties
- Pictures and symbols for pupils with communication difficulties
- The use of coloured overlays and coloured paper for dyslexic pupils
- Large print for visually impaired pupils
- Classroom organisation so disabled pupils can freely move around and be supported in their learning
- Clear signs for visually impaired pupils especially health and safety advice
- Lighting that supports lip reading and visually impaired pupils
- The self esteem of disabled pupils by promoting positive images of disabled people in books, teaching materials and the wider curriculum
- The elimination of bullying towards disabled pupils

Actions for 2011/12

- To increase the positive images of disabled people in books, teaching materials and the wider curriculum.
- To hone the quality of learning support in the classroom, to meet the specific needs of the class cohort.

Improvements to the school environment to increase accessibility for disabled people.

An environment that welcomes diversity and difference and a school that learns how to improve access for disabled people is good for all.

For disabled adults visiting the school there are currently:

- Ramp access and reception facilities for wheelchair users in the main building
- Safe floors securely fixed and not over polished
- Clear signage at wheelchair/child level and coloured carpeting to aid direction around the school.

Actions for 2011/12

- The provision of particular furniture and equipment to improve access as detailed on Individual Education Plans and Statements.
- Exploring potential improvements in the acoustic environment.

Improvements in the provision of information for disabled people.

Information for disabled people (provided in writing for people who are not disabled) currently includes handouts, timetables, worksheets, notices, information about school events, reports, home school contact books, celebration books etc. All documentation produced by the school are available in a large print format, and some documents are available in alternative languages.

Actions for 2011/12

- To increase the range of downloadable information available through the web-site.

Monitoring and review

The Health and Safety delegated person and SENCo are jointly responsible for monitoring Accessibility across the school. It is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The Manor School formally monitors achievement for pupils with disabilities and informally monitors the satisfaction rates of disabled staff and visitors. The Health and Safety delegated person and the SENCo are also responsible for supporting colleagues in the understanding the expectations, for being informed about current developments and for providing a strategic lead and direction for the development of improved accessibility procedures in the school. They present an annual report to governors evaluating the strengths and weaknesses and indicating areas for further improvement, which contributes to the annually updated DES and Accessibility plan.

Publication and dissemination

The Manor School makes its Disability Equality Scheme and Accessibility Plan available in the following ways:

- Publishing it on the School website
- Making it available in alternative formats on request

Date: 12th October 2011

signed on behalf of the Governing Body

Date for review: *October 2012*