



**DAVISON CE HIGH SCHOOL FOR GIRLS**

**POLICY AND MANAGEMENT DOCUMENT**

**DISABILITY EQUALITY SCHEME and  
ACCESSIBILITY PLAN**

## **1. INTRODUCTION**

### **1.1 The duty to promote disability equality**

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the “overarching goal of the duty is to promote equality of opportunity”. In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life, in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- A definition of both disability and inclusion that is wider than special educational needs\* and applies to all vulnerable groups
- Taking a proactive approach in making reasonable adjustments
- Working with pupils, staff and parents/carers
- Involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

### **1.2 The General Duty**

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons

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\* the legislation includes in the definition of SEND any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities

- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

### **1.3 The Specific Duty**

The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. The Disability Equality Schemes should last for three years with an annual review of progress.

### **1.4 Special Educational Needs and Disability (SEND) Code of Practice**

The SEND Code of Practice which came into force on 1<sup>st</sup> September 2014, explains the duties of schools to provide:

- Reasonable adjustments for disabled children and young people
- Auxiliary aids and services to disabled children and young people
- A Local Offer available on the school's website detailing current provision and resources offered by the school

## **2. DAVISON VISION AND VALUES**

### **2.1 Our vision and values**

Davison is an inclusive family, which equally respects those of other faiths or none, working together for the achievement of all. We do this by living out our Christian vision and values through the headings of Endurance, Trust, Hope, Thankfulness and Forgiveness.

### **2.2 Who do we mean by "disabled people"?**

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects one or more of the following

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

	Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk or danger
Autistic spectrum		✓	Some	✓
Behaviour		Some	Some	✓
Dyslexic-type needs			✓	
Other learning needs		Some	✓	Some
Physical sensory	✓	Some	Some	Some

The number of disabled children and young people across England has been estimated as between 7% and 12%. The school governing body and senior managers collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

### **2.3 Discrimination Disabled People Face**

Disabled people are discriminated against in a number of different ways. These include

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

### **2.4 Action To Date**

Our Disability Equality Scheme will take a fundamental step in removing these discriminatory barriers for disabled people in Davison CE High School. The Scheme builds on what we have done already to promote equality for disabled people.

We have adopted:

- An Accessibility Plan which aims to
  - Increase the extent to which disabled pupils can participate in the school curriculum
  - Improve the physical environment in Davison CE High School to increase opportunities for disabled pupils
  - Ensure that disabled children are provided with information in formats that are accessible for them
  
- An Equal Opportunities Policy which aims to ensure all pupils are treated fairly, to recognise and overcome barriers to learning and to prevent 'institutional racism' and to address racist incidents

### **3. INVOLVEMENT**

#### **3.1 Involvement of Disabled People in Developing the Scheme**

Each year the Headteacher meets with a group of students with a range of disabilities and discusses their school experience and how it might be improved.

#### **3.2 Developing a voice for disabled pupils, staff and parents/carers**

Parents of disabled students are asked for their views on the school's ability to support their daughter. This is done by letter with some leading questions and an opportunity for open response too.

Disabled staff are also regularly consulted on ways in which we might improve our work with them and their experience of working at Davison. We feel that the presence of disabled staff working and interacting within the school is an excellent model for all students, staff and parents.

#### **3.3 The Governing Body**

Our Governing Body is open and accessible to everyone. We presently have two hearing impaired members and the team are fully aware of this and encouraged to make every effort to support their inclusion fully in discussion. Our school website is available to everyone and there is a clear section about Governors and their work. Governors are available at most of our school events including parents' evenings. They are clearly identifiable with badges and make every effort to approach and engage parents in the school. An annual parent survey enables the Governing Body to keep in touch with the views of parents and carers and to include their responses when considering the School Development Plan.

#### **3.6 Eliminating harassment and bullying**

See Davison Behaviour policy, including Anti-bullying and the Equal Opportunities Policy

#### **3.7 Reasonable Adjustments**

We have made a number of reasonable adjustments, for example:.

- installed a lift funded by charitable donations and community action
- installed ramps on approach to all buildings
- made changes to decoration of premises to assist visually impaired students e.g. painted railings blue
- installed disability toilet facilities in every building
- push pad doors have been installed at the entrances to the main buildings
- enlarged paperwork is provided for visually impaired students
- student may leave lessons early to facilitate their movement easily around school
- particular colours are either included or excluded in the IWB screens depending on a student's disability
- students suffering from diabetes are able to eat small amounts of food in class as they feel necessary

- support in lessons
- time in CS (long or short term) for students unable to cope in certain lessons e.g. PE

### **3.8 School Facility Lettings**

The school is fully accessible to wheelchairs with good provision of toilet facilities.

### **3.9 Information, Performance and Evidence**

#### **a. Pupil Achievement**

All students are regularly monitored for progress, disabled students are looked with particular reference to their disability and its effect on their learning

#### **b. Learning Opportunities**

All opportunities are available to all students. There is no limit placed on any students due to a disability that we can counteract. We have made particular efforts to ensure that students may go on school visits and trips, including to the theatre, music events, fieldwork though individual adjustments may have to be made re timings to accommodate any limits on, say, mobility.

#### **c. Admissions, Transitions, Exclusions (including Behaviour cases)**

Our track record with disabled students means that many families choose to send their disabled daughters here. We offer enhanced support and guidance at transition from middle to Secondary and also in-school transitions as necessary.

#### **d. Social Relationships**

We model inclusion at every level of school life. Students are encouraged to treat everyone with respect and when there are breakdowns in this respect, students are supported in changing their attitudes. E.g. a newly admitted hearing impaired student was struggling with social relationships in her new class and the HI support team came in to do a presentation to her class and many of her teachers. She is now happy and settled and fully included in the life of the class.

#### **e. Employing, promoting and training disabled staff**

We provide equal opportunities for all staff and new appointments, regardless of their needs or disabilities. Reasonable adjustments are made at their request to enable them to work more effectively, adjustment of working hours and physical changes to their working environment.

#### **4. IMPACT ASSESSMENT**

Davison CE High School recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Assessment of the impact of our accessibility plans will be reviewed annually by a selection of representative disabled staff and students. Priorities will be determined by urgency of need, likely impact and availability of funding. External expertise will be sought when considered necessary e.g. adjustment needed for wheelchair bound students when refurbishing the Food room.

The outcome of the review and the resulting amended action plan will be reported to governors, parents via our website and provided by post to families of any students on the disabled register

Davison CE High School therefore regularly monitors the impact of the school's policies. This is captured by means of the school's equalities monitoring process which involves

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

## 5. THE ACCESS PLAN

### Current strengths within the school are:

Policies are in place to promote equality of opportunity for disabled students, staff and visitors in all aspects of the life of the school.

The taught programme includes raising awareness of disability.

This has resulted in a generally positive attitude by students towards anyone in our community who is disabled.

Staff have a good awareness of their responsibilities towards disabled students in promoting positive attitudes throughout the school and meeting their individual needs.

Efforts are made to ensure that all students are supported to enable them to fully participate in the full range of activities throughout the school.

Accessibility across the school is good due to the extensive installation of ramps and the lift.

The school has an excellent provision of disabled toilets.

The use of interactive whiteboards has improved the situation for visually impaired students

### Areas of improvement to be addressed as funds and opportunity allow

<p>Signage</p> <ul style="list-style-type: none"> <li>• Signs to be placed in main corridors showing whereabouts of toilets for disabled persons</li> <li>• Fire alarm information in classrooms to be changed onto Yellow background and black lettering</li> <li>• Light switch for lift to be made obvious</li> </ul>	<p><b>LEAD role</b></p> <p>Premises manager</p>
<p>For students with Diabetes</p> <ul style="list-style-type: none"> <li>• availability of food items in the PE department to prevent student having to go to the medical room</li> <li>• to enable students to test discreetly in class</li> </ul>	<p>SL for PE Student services officers</p>
<p>For visually impaired students</p> <ul style="list-style-type: none"> <li>• ensure that paperwork in class is enlarged to the correct size -14 font- as part of the preparation for the lesson</li> <li>• stop using red lettering on whiteboards and interactive boards</li> <li>• use blue background with yellow lettering or pale yellow background with Blue or black lettering on IWB screens</li> </ul>	<p>SENCO</p>
<p>For hearing impaired students</p> <ul style="list-style-type: none"> <li>• manage noise levels in the classroom to enable students wearing aids to hear</li> <li>• provide a quiet room for breaks and lunchtimes</li> <li>• staff to be alerted to need to face front when speaking</li> </ul>	<p>SENCO</p>

to class containing hearing impaired student	
<p>For improving access to the curriculum</p> <ul style="list-style-type: none"> <li>• student to be given prior information on who is their scribe and reader for tests and exams</li> <li>• raise staff awareness of need to face students when speaking</li> </ul>	SENCO
<p>For general improvement</p> <ul style="list-style-type: none"> <li>• Use VLE to provide information, advice and support, accessible on demand including a LIST OF Do's and Don'ts, resources and equipment available for use, further information sources e.g. list of websites, helpful publications and personnel with expertise</li> <li>• Generally improve awareness of disability among students e.g. through LSAs presentations to their allocated colour groups in colour time</li> <li>• Raise awareness of the specific conditions of epilepsy and diabetes and ways in which students could help in case of emergency</li> <li>• Hold termly meetings with disabled students to enable them to share their concerns.</li> </ul>	<p>SENCO</p> <p>First aid in PD lessons</p> <p>SENCO</p>

***Information we will collect***

**This scheme will monitor -**

Disabled pupil attainment  
 Effectiveness of reasonable adjustments  
 Recruitment, retention and career development of disabled staff  
 Admissions of disabled pupils  
 Exclusion of disabled pupils

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

***Looking ahead***

When planning the new building, particular attention and consultation has been made to ensure the building is accessible to our current students with a disability, but also for prospective students with a disability who may choose Davison in the future.

## **6. MAKING IT HAPPEN**

### **6.1 Implementation**

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

The Governing Body will monitor and review this scheme annually and will present findings to all members of the school community, and available in alternative forms of communication which are appropriate to the needs of its disabled members.

### **6.2 Evaluation**

There will be internal evaluation of this scheme as above, and also with the school improvement partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the OFSTED SEF, as will the data giving information on the number of disabled pupils in the school, and their achievements.

### **6.3 Publication**

This document forms part of the school's improvement plan and equal opportunities policy.

### **6.4 Reporting**

There will be an annual report on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme.

This report will be published as follows:

- On the school's website
- Be available to all school members in hard copy, and in the form of alternative communication where necessary.

### **6.5 Links with other school plans and policies:**

This document is linked to the following plans and policies:

1. The School Improvement Plan
2. The Equal Opportunities Policy

3. Equalities Monitoring procedure
4. Behaviour and Anti-Bullying Policy
5. Protection of Employees and associated documents (including Bullying and Harassment)

## **7. DOCUMENT INFORMATION**

### **7.1 Date of next policy review**

This Policy will be reviewed every 3 years and the Plan will be reviewed annually.

### **7.2 Change History**

Policy Review Date	October 2017
NEXT REVIEW	October 2020
Senior Member of Staff Responsible	Deputy head SENCO LM
Designated Member of Staff	SENCO
Governor Responsible	Chair of Governors

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If you need further copies of this document, or would like the document in another format, such as enlarged print, Braille, audio tape or another language, please contact:

Davison CE High School, Selborne Road, WORTHING, West Sussex, BN11 2JX  
Telephone: 01903 233835  
E-mail: [info@davison.w-sussex.sch.uk](mailto:info@davison.w-sussex.sch.uk)