



Unity College Blackpool

Disability Equality Policy

Introduction

The Governing Body of Unity College recognises the need to have a Disability Equality Scheme as part of its Disability Equality Duty.

Unity College is committed to the principles of equality and recognised that disabled people need to do better in the school system and is willing to take whatever actions are within its power to promote this.

This scheme incorporates the School Access Plan.

Legal Duties

The General Duty (-s.49A) The Disability Discrimination Act 1995 has been amended by Disability Discrimination Act 2005 so that it now places a duty on all schools, when carrying out their functions, to have due regard to the need to:

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

The school recognises that their new duties go beyond the requirements of the 2001 SEN and Disability Act requires the school to be more proactive in its approach.

Principles and Philosophy

The School's position on disability is a section in the Schools Access Plan.

Relevant to this scheme, the school needs to emphasise that the school accepts the social model of disability and that if we remove the barriers then it is possible for disabled people to live ordinary and fulfilling lives.

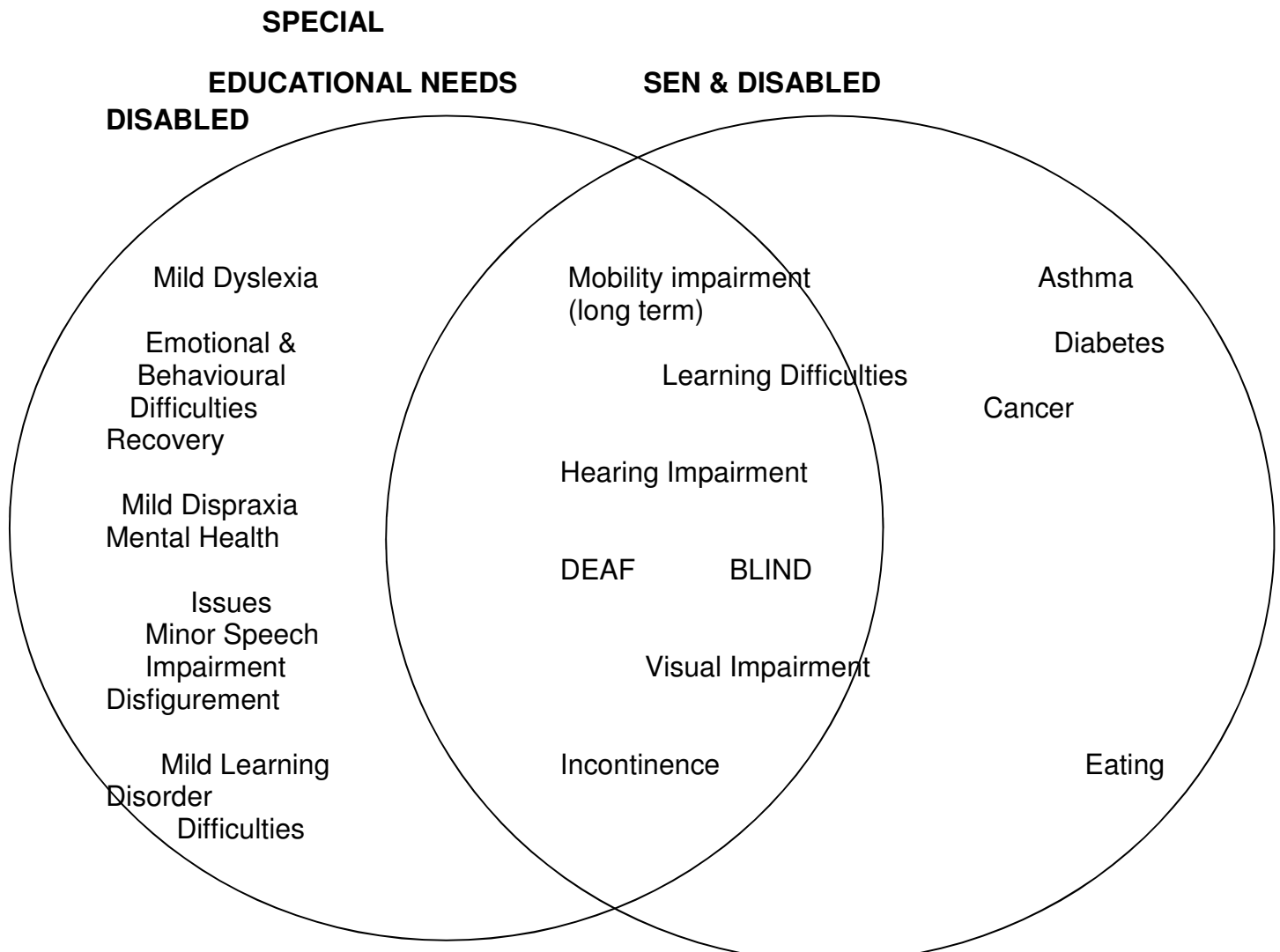
It is our intention, wherever possible, to engage disabled people in the planning, target setting and review of services.

Definition of Disability

The school subscribes to the broader definition of disability contained in the 2005 Act. This will include all children with statements or IPRA's and children with medical conditions.

- Disability Discrimination Act Definition of disability.
“A person has a disability if they have 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.” Part 1, Para 1.1.
- To fall within the Act, a person must be substantially affected by their disability in one of the following ways:
 - Mobility
 - Physical co-ordination
 - Manual dexterity
 - Contenance
 - Ability to lift, carry or otherwise move everyday objects
 - Speech, hearing, eyesight
 - Memory or ability to learn, concentrate or understand
 - Perception of risk of physical danger

Possible overlap of SEN and DDA disability definition for children and young people.



Limbs	Significant Dyslexia	Lack of
Cell	Epilepsy Autism	Sickle
	Non-Verbal	Anaemia
	ADHD Diagnosis	

Key Features of Disability Equality Scheme

a. Involving Disabled People:

The school has developed a Disability Action Group consisting of:

- Deputy Headteacher, Mrs Lund
- Parents
- Governors
- Pupils

This group will determine the priorities of the Action Group Plan and will be key to all elements of this scheme. The group will set targets and monitor effectiveness.

b. Data:

The school will use statistical evidence to determine whether disabled people are achieving their potential academically and socially.

The ARR Coordinator will produce a report using the schools tracking system, context value added data and Fisher Family Trust data which will analyse the performance of groups and subgroups within school to note any under performance. The school commits itself to remediating any perceived inequalities.

c. Monitoring Progress:

The school will analyse annually the impact of its DES on disabled pupils. This monitoring will consist of

- Tracking academic progress
- Analysing social progress of disabled pupils
- Questionnaire to pupils and their parents
- Questionnaire/interview with disabled staff

d. Action Plan:

The school will produce an Action Plan to address the DES issues which will begin January 2007 and run to December 2009. The plan will be reviewed late in the autumn term each year.

e. Implementing the General Duty:

The school intends to vigorously implement the General Duty to promote disability equality. The details of this are in section 6.

f. Strategic priorities of the school:

The school Development Plan, all policies and procedures, SEF will all be reviewed annually to ensure that they promote Disability Equality. The Deputy Head responsible for the Disability Action Group will ensure that SLT meetings have disability at least termly in its agenda.

g. Impact Assessment:

The senior leadership team of the school will assess how well its scheme has impacted on pupil outcomes annually during autumn term.

h. Strengths and Weaknesses:

The senior leadership team will audit annually the school's strengths and weaknesses in its ability to promote disability equality. The findings of the audit will feed into the professional development agenda for the school.

The Disability Scheme

The Disability Scheme has 10 elements which are both short term, medium term and long term in their implementation.

1. Achievements of pupils:

The school will closely monitor the achievement of disabled pupils to ensure that they achieve their potential.

2. Disability in the Curriculum:

The school will continuously monitor the taught curriculum to ensure that there are no negative models of disability and that curriculum materials show disabled people in a favourable light.

3. Teaching and Learning:

The school will endeavour to make all teachers aware of duties towards disabled pupils and to create a learning environment where disabled pupils flourish academically and socially. This might include training, awareness raising, curriculum modification, responding to pupil learning styles and classroom layout.

4. Developing a voice for disabled pupils:

The school undertakes to involve disabled pupils in school decision making process, their own education and the full life of the school. Pupils will be asked to complete questionnaires annually, also some will be interviewed. The school undertake to respond to issues raised.

5. Removing Barriers:

The school's access plan shows how the school intends to remove physical, curricular and communication barriers to inclusion.

6. Lettings and Use by the Community:

This school is at the heart of its community and will make itself available for community use. All procedures will take account of disabled people.

7. Harassment and Bullying:

The school has a clear policy on bullying with a zero tolerance in practice. All staff are sensitised and vigilant to bullying and harassment and will respond robustly.

8. Disabled Staff:

The school effectively welcomes disabled staff and is willing to make adjustments to allow to pursue employment. Staff who develop disabilities when in employment will be supported and not disadvantaged. The school will always interview disabled candidates who meet the person specification.

9. Governance:

The school always welcomes the input of parents who are disabled or parents of disabled children. The will endeavour to have representation on the governing body.

10. Breaks, Lunchtimes, School Activities and Trips:

The school recognises the importance of all children being able to enjoy all aspects of school life and will make reasonable adjustment to achieve this.

The Action Plan

The school will produce an Action Plan for January 2007 – December 2009 which will be reviewed every year. This plan will consist of the following elements:

1. Audit and Consultation

The school will involve all staff, pupils, parents in an analysis of barriers within the curriculum, attitudes and perceptions, employment, admissions and exclusions and policies.

2. Plan:

The barriers identified within this plan will be the basis of the Action Plan. The plan will have a clear implementation strategy with targets, names and data.

3. Review:

The plan will be reviewed annually against the targets.

Guidance on Constructing the Action Plan

All schools may not have disabled children, parents or staff and may not be able to assemble a representative group.

The following exercise should ideally involve disabled people but if that is not possible, school should proceed with exercise with the whole staff.

One possibility is to prepare staff beforehand by asking them to assume a disability (e.g. deafness) and look at the work of the school from that perspective and then make representations to the meeting.

The meeting should be in two parts:

- a. Identifying barriers
- b. Identifying solutions

The solutions could become points of action.

PLAN FOR 2006/07

	Unity College	Authority
October 2006		<ul style="list-style-type: none">• ½ day seminar for schools of DDA 2005.
December 2006	<ul style="list-style-type: none">• Deadline for secondary Disability Equality Scheme.	<ul style="list-style-type: none">• Authority provide model DES.

January 2007	<ul style="list-style-type: none"> • School working on new policy. • Discussion at SLT. 	
March 2007	<ul style="list-style-type: none"> • SLT has Disability Equality on agenda. • Schools submit DES & Access Plan to LA • Report to governors on progress of policy 	<ul style="list-style-type: none"> • Authority moderates and gives schools feedback.
April 2007	<ul style="list-style-type: none"> • School reviews Access Plan. • Actively involve disabled people in drawing up plan. 	
May 2007	<ul style="list-style-type: none"> • SWOT analysis of staff. • Identify barriers that disabled people face. 	
June 2007	<ul style="list-style-type: none"> • Pupil questionnaire • Parent questionnaire & interviews. • Identify solutions to the identified barriers 	
July 2007	<ul style="list-style-type: none"> • SWOT data assembled. • Questionnaire and Interview data assembled. 	
October 2007	<ul style="list-style-type: none"> • Analysis of pupil Achievement data. • Report on all data and against progress against targets on action plan. 	
November 2007	<ul style="list-style-type: none"> • Report to Governors. • DES Action Plan Reviewed. 	

Action to Support Development Plan

- Develop the DES committee who will be the team to drive the work forwards.
- Create a document of contacts with all organisations involving disabled people.
- Agree a list of data to be collected.
- Consider how disclosure might be encouraged.
- Provide a variety of opportunities for staff and pupils to comment upon barriers to learning.
- Prioritise actions over next three years.
- Construct an audit tool to provide information required.

- All school reports to include a section on DES progress

Identify the Barriers in your School or Authority for Disabled People

Curriculum	Attitudes & Participation	Employment	Admissions/ Exclusions	Other Policies
Negative models of disability in curriculum materials.				

Identify Solutions to the Barriers in your School or Authority for Disabled People

Curriculum	Attitudes & Participation	Employment	Admissions/ Exclusions	Other Policies

Action Plan for Disability Equality Scheme 2007 - 2009

Target	Action	Person(s) Responsible	Completed by:
To eliminate all negative models of disability in curriculum materials.	Review all curricular materials.	Heads of Faculty.	September 2007

