



# **Disability Equality Scheme**

**2012 - 2015**

**Beech Hill School**

## **Mission Statement**

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At Beech Hill School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. 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. 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 school environment is as accessible as possible. At Beech Hill School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Beech Hill School has produced this scheme to meet its responsibilities under the Race Relations Amendment Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006 and accompanying regulations. This legislation requires us to fulfil both general and specific duties. Our scheme fulfils the specific duties, and in turn, will demonstrate how we intend to ensure we meet the general duties.

These are;

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity
- To promote good relations between people of different ethnicities
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To take account of disabled people's impairments, even when that involves treating disabled people more favourably.

The duty to promote community cohesion in the Education and Inspections Act 2006 will also be incorporated into this Scheme.

While this Scheme meets these legislative requirements, the school also recognises the importance of ensuring that its policies and procedures are effective in promoting equality, cohesion and tackling discrimination.

At Beech Hill School we are committed to ensuring equality for all pupils, staff and those accessing the school. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to develop a culture of inclusion and diversity where people feel able to participate fully in school life and contribute to the community. We will not tolerate harassment, discrimination or prejudice driven bullying.

We aim to create a school community that promotes social inclusion, community cohesion and equality; that respects diversity and which challenges and acts upon discrimination and inequality. This school is committed to equality, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is created and difference between people is recognised and celebrated. We will endeavour to create a community where pupils, and others, are well prepared for life in a diverse society.

Our school aims to ensure that no pupil, staff, parent or carers or any other person receives less favourable treatment on any grounds which cannot be shown to be justified through their contact with our school. This covers race, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender identity, age, trade union or political activities, or social class.

This Scheme sets out:

- our plans to meet our general and specific duties;
- how we will promote community cohesion within the school;
- how we have involved people in the development of this scheme;
- what consultation has taken place;
- what our plans are to gather and use information;
- how we intend to ensure our policies are fair;
- how we will report on our progress;
- who is responsible for making our scheme a reality; and,
- an action plan addressing our equality priorities

## **The Disability Equality Duty (DED)**

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### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) 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 DDA 2005 has also extended the definition of disability as follows:

- 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.
- Section 18 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.

### **The Duty**

The Disability Discrimination Act 2005 places 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 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 schools.

## **The Disability Equality Duty (DED)**

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### **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 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.)

### **Additional implications for schools**

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.

Contact with parents and carers

Events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

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.

## **The Disability Equality Duty (DED)**

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### Election of parent governors

The election of parent governors will now be covered by the DDA 2005, 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**

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

Beech Hill School has consulted with disabled pupils, parents of disabled pupils, staff and service users in the development of our Disability Equality Scheme through:

- The school council
- Review meetings with parents
- School Improvement Plan consultation meetings
- Questionnaires
- Drop – in sessions

### **Our commitment to equality and cohesion will be demonstrated by our work to;**

- promote equality, by assessing the impact of our policies on different groups
- challenge and eradicate discrimination and harassment, for example, by acting quickly and decisively to deal with all bullying
- promote community cohesion, for example, through working with the Governing Body, school council and representatives of community organizations.
- encourage greater participation in public life, through involvement with schools councils, creative curriculum, enterprise projects and Governing bodies
- ensure our curriculum reflects the society we want to encourage, that respects diversity and reinforces positive community values
- take care to ensure all pupils can access an appropriately designed curriculum
- promote human rights and equality through the PSCHE curriculum
- ensure all children can access, and participate in, out of school activities
- develop and report our equality work as part of our business planning, school improvement, and school self evaluation processes
- develop and supporting our workforce, providing a working environment free from harassment
- work together with pupils, parents, staff, stakeholders and the wider community to develop and make real our equality aims and objectives
- review and audit all our Equality and Cohesion activities

## Strategic Priorities

In order to ensure that action is taken to meet the Disability Equality Duty, Beech Hill Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with a range of stakeholders, and includes the following good practice.

### Race

- Continue to monitor achievement between different groups and to bring each child to an understanding of its own and other faiths.

### Gender

- To continue to monitor achievement between boys and girls.

### Disability

- To continue to monitor ongoing issues as they arise with our building and address disability access where possible. To remove physical barriers and barriers to communication.

## Broad Guidelines

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- Appropriate data collected and used, respecting confidentiality.
- Ensure all policies on review are linked appropriately to this Scheme.
- Provision of inclusive Wave 1 teaching across the curriculum differentiated accordingly.
- Identify pupils on the SEN, Vulnerable and G&T registers and through internal tracking systems monitor all pupils achievements including those with a disability and identify issues which may require additional action.
- Ensure that advice from outside agencies is acted upon and it's impact monitored.
- Increase parental involvement to maximise pupils access to the curriculum.
- Develop a more creative curriculum which takes into consideration the promotion of positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people by ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.
- Promote positive attitudes towards disabled people through the use of the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Ensure disability is portrayed positively in school books, displays and discussions.
- Promote positive attitudes towards disabled people through celebrating and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Invite visitors with a disability into school in order to promote a positive attitude.
- Eliminate discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability through the monitoring of incidents of harassment and bullying of disabled pupils and the use of circle time, story time or assembly to investigate to address any issues that arise with all pupils.
- Make reasonable adjustments to provision including curriculum and physical environment as finances allow.
- Ensure procedures for the election of Parent Governors are open to candidates and voters who are disabled.
- Provide appropriate training as required.
- Written information for all stakeholders to be provided in accessible forms.



## Responsibility

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### Governing body

The governors are responsible for:

- making sure the school complies with the equality duties;
- ensuring effective activity is undertaken to promote community cohesion;
- making sure the school and its procedures are followed.

### Head teacher

The head teacher is responsible for:

- making sure the scheme is readily available and that the governors,

staff, pupils, and their parents and carers know about it;

- making sure the scheme and associated plans are followed;
- producing regular information for staff and governors about the scheme and how it is working, and providing training, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination.

### All staff

All staff are responsible for:

- dealing with hate incidents, and being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities, good community relations and preventing discrimination; and
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

### Staff with specific responsibilities

A designated member of staff is responsible for :

- coordinating work on equality – Inclusion Manager
- responding to reports of hate incidents – Vice Principal
- Community cohesion – Deputy Head

### Visitors and contractors

Visitors and contractors are responsible for:

- knowing, and following, our equality policies.

### Pupils

All pupils are responsible for:

- abiding by the equality and cohesion scheme;
- reporting any hate incidents.

### Parents and carers

All parents and carers are responsible for:

- supporting the schools ethos in challenging discrimination and harassment;
- raising issues of concern.

## Conclusion

Through implementation of the Disability Equality Scheme and action plan we will ensure that we address the needs of any disabled stakeholder, while monitoring and evaluating the effectiveness of any actions taken.

## Review

This scheme and associated three year Action Plan will be reviewed and reported on annually and revised every three years with an updated action plan put in place.

## Check list for school staff and governors

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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 school life? How is this shown through representation in school events such as class assemblies and the school 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 school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events 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

Date of scheme            September 2012

Agreed by Governors    October 2013

To be reviewed            September 2013

## Action Plan

The following action plan outlines what will be achieved in the next three years with regards to meeting the Disability Equality Duty.

Relevant Duty	Objectives	Comments / Action	Who will be responsible for implementing the action?	Timescale
1.1 The DES describes how the school involved disabled people (pupil, staff, parents and governors) in the preparation of the scheme.	Minutes of meetings SIP Twilight sessions	An action plan was drawn up.	Leadership Team All staff	By December 2012
1.2 The School is implementing the actions in the scheme over three years.	Action Plan	An action plan was drawn up.	Leadership Team	Review 2013
1.3 The School reports on its DES every year.	Report on Inclusion submitted to each governors meeting	Report to Governors	Inclusion Co-ordinator	On - going
1.4 The School has plans to review and revise its DES every three years.	Up to date scheme with dates of when to be reviewed.	Report to Governors September 2013	Inclusion Co-ordinator	On - going
Disability, Gender, Race 2.1 Increasing access to the curriculum.	Vulnerable children's register.	In place	Inclusion Co-ordinator	Reviewed every term
	G & T register	In place	Gifted and talented co-ordinator	Reviewed every term
	SEN register (IEPs / IBP's)	In place	Inclusion Co-ordinator	Reviewed every term
	Interventions – including support from	In place	Inclusion Co-ordinator	Reviewed every term

Relevant Duty	Objectives	Comments / Action	Who will be responsible for implementing the action?	Timescale
	outside agencies.			
	Tracking	In place	Assessment co-ordinator	Reviewed every term
	Review planning to ensure appropriate differentiation / adjustment for pupils with a disability.	In place	Subject co-ordinators / Senco / Deputy Head / Principal	weekly
	CPD records	In place	CPD co-ordinator / Deputy Head / Principal	On - going
	To implement the school's anti-bullying policy effectively	Anti – bullying co-ordinator in place	Anti-bullying co-ordinator, Inco/ Deputy Head / Vice PrincipalPrincipal	
	To develop community cohesion through advice and signposting	Community events, access to the school's learning mentoring team	Inco Learning Mentors, PTA	
Disability 2.2 making improvements to the physical environment of the school to increase access.	Moving and handling risk assessment carried out for pupil with disabilities.	Currently there are no pupils on roll who require this	Grounds Manager Senco	
	Building an access ramp for the front entrance	Incorporated into building scheme	Grounds Manager	Completed October 2012
	Installing an electronic sign in system with	To ensure that parents /	Office Administrator	Completed January 2013

Relevant Duty	Objectives	Comments / Action	Who will be responsible for implementing the action?	Timescale
	name recognition	carers/visitors with VI, PD or dyslexia are able to sign in easily		
	Enlarging / refurbishing reception area – building to specifications to allow disabled access – ramped entry, welcoming environment.	Plans drawn up with regard to DES scheme	Principal Governors	Completed October 2012
	Plans drawn up for rebuilding / refurbishment of Foundation area	Consultation with architect on providing Reception with a high quality space to provide extra areas in order to support a creative curriculum.	Principal Governors	building work – to start July 2013
2.3 making written information accessible to pupils and parents in a range of different ways.	Information booklet 'Supporting children with Dyslexia' Classroom audit on the Inclusive classroom undertaken Digital signage Multi – lingual signage.	As recommended – printing on different coloured paper / different font and font size when appropriate. Background on Smartboard	Leadership Team All staff	On - going

Relevant Duty	Objectives	Comments / Action	Who will be responsible for implementing the action?	Timescale
Race, Disability, Gender 3.1 the recruitment, development and retention of disabled employees.	Calderdale's two tick system		Principal	On-going
Race, Disability, Gender 3.2 the educational opportunities available to, and the achievements of, disabled pupils.	Tracking Monitoring interventions Deployment of learning mentors Celebration assemblies Residentials Participation in sporting events	Provision mapping	Assessment co-ordinator Inco Primary link teacher All staff	On-going
Race, Disability, Gender 3.3 the school's methods for assessing the impact of it's current or proposed policies and practices on disability equality.	Review of all policies with staff (staff meeting minutes) Review of policies with Governors (governor's meeting minutes)	All policies reviewed take account of DDS	Principal, Vice Principal, Deputy Heads, Governors	Rolling programme
Race, Disability, Gender 3.4 the steps school is going to take to meet the general duty.	Inclusive teaching PSHCE Link school – Woodbank Special School – joint celebrations	Increase the number and variety of projects undertaken with Woodbank School Undertake parent	Principal, Vice Principal, Deputy Heads, Governors	On – going

Relevant Duty	Objectives	Comments / Action	Who will be responsible for implementing the action?	Timescale
	SEAL work in small groups, class and assemblies General environment Follow regulations Complete risk assessments and implement recommendations. Incidents logged and dealt with sensitively Displays / books	workshops to raise understanding of disabilities. Invite visitors into school to promote positive images of disability The appointment of a disabled governor. Celebration of the paraolympics in 2012. Participation in national disability campaigns.		
Race, Disability, Gender 3.5 the arrangements for using information to support the review of the action plan to inform subsequent schemes.	School disability checklist Minutes of review meetings	Implementation of action plan reviewed annually.	Principal, Vice Principal, Deputy Heads, Governors	Reviewed annually



