

**SLOUGH AND ETON  
CHURCH OF ENGLAND  
BUSINESS AND ENTERPRISE  
COLLEGE**

**DISABILITY EQUALITY SCHEME**

**AND**

**ACCESSIBILITY PLAN**

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- **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;**
- **to plan to increase access to education for disabled pupils.**

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- **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.**

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

The Disability Discrimination Act 2005 places a general duty on schools, which 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.

## **Mission Statement**

**The primary objective of Slough and Eton Church of England Business and Enterprise College Disability Equality Scheme and Accessibility Plan is to safeguard the health, safety and welfare of pupils, staff and visitors, and to enable full access to the school and the school curriculum, including to those with disabilities.**

### **We strive to ensure that**

- all members of the school community and visitors to the school are made to feel welcome, safe and comfortable
- all visitors are able to have a purposeful time whilst at Slough and Eton
- all learners are able to enjoy and achieve whilst they are here
- a sense of collective and personal responsibility for the well-being of the school community is fostered in all its members

### **To achieve these aims, we undertake to**

- Encourage in all at Slough and Eton high expectations and high standards
- Promote tolerance and respect for all cultures represented in the school
- Provide a caring environment within which each student is valued and is able to develop to his/her full potential
- Promote within the community a sense of pride and commitment to the school
- Provide a curriculum and quality of teaching which fosters an enjoyment of learning and develops skills for life
- Develop in students an understanding of themselves and to enable them to become responsible citizens with a social, cultural, economic and political awareness

**Our Disability Equality Scheme and Accessibility Plan outline;**

- procedures for identifying possible barriers to learning and assessment for individuals and groups of pupils
- procedures for enabling teachers and school staff to set suitable learning challenges
- procedures for ensuring that teachers and school staff respond to pupils' diverse learning needs
- the actions planned to address and overcome these barriers
- the time-frame for completing these actions
- persons responsible for ensuring the actions are completed within the given time-frames

**The school has set the following priorities for the development of the vision and values that inform the plan:**

- To improve accessibility to site for disabled service users including barriers to physical access for wheelchair users
- To ensure that emergency and evacuation systems are set up to inform ALL pupils and staff (including those with disabilities)
- To raise awareness of disability issues with mainstream pupils
- To increase awareness of the ways in which parents of disabled children and young people can help to support their learning
- To consult with disabled pupils, staff and parents to determine their priorities for the school with regards to disability equality over the next three years
- To give a positive portrayal of people with disabilities
- To improve pupil and parent access to written information

**Our Disability Equality Scheme and Accessibility Plan should be read in conjunction with:**

- Slough and Eton Church of England Business and Enterprise College SEN Policy
- Slough and Eton Church of England Business and Enterprise College Behaviour Policy

## Involvement and consultation

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

Slough and Eton Church of England Business and Enterprise College has initiated consultation with disabled pupils, staff and service users in the development of our Disability Equality Scheme and Accessibility Plan.

**To determine their priorities with regards to disability equality until September 2012, the school has set the following priorities in respect of consultation on the plan:**

- **Focus groups** – all parents were informed of the setting up of a working party to draw up the Disability Equality Scheme via the Friday Review and the school web site. Workshops to promote the participation of parents in the education of their children with SEN and/or disabilities will be held throughout the academic year 09/10 beginning on September 17<sup>th</sup>. Participants of these workshops will be canvassed for their views and will receive feedback on the progress and effect of the scheme.
- **Whole School Pupil Support Team Meetings** – these will be held fortnightly and attended by a representative member of staff from each faculty. The DES and Accessibility Plan will be a standing item on the agenda for these meetings.
- **Questionnaires** – these will be posted termly on the school website for feedback from staff, parents and visitors, permanently available in the staffroom and in the foyer at events such as parents' evenings and information evenings.
- **School Council** – the pupil questionnaires and wider issues were discussed with the school council, members of which took the issues back to their year groups for consultation.
- **Surveys** – Years 8 and 10 will also complete the pupil questionnaires as part of the 'Tellus' Surveys carried out on 9<sup>th</sup> and 17<sup>th</sup> October.
- **Newsletters** – information on and requests for input into the Disability Equality Scheme and Accessibility Plan will appear regularly in the Friday Reviews.
- **Individuals** – parents of pupils with SEN and identified disabilities will be canvassed for their views as part of the IEP and Annual Statement Review process.
- **Outside Agency Advice** – specialist staff from the Sensory Consortium Service are to undertake an Accessibility Audit in September 09.

## **Monitoring and reporting**

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.

At Slough and Eton the achievement of pupils by disability will be monitored by the Assistant Headteacher responsible for Pupil Support, Mrs A Hockings, reporting to the Deputy Headteacher responsible for Monitoring and Assessment, Mr P Collins and reporting to the Headteacher and Governing Body. The numbers, types of disability and satisfaction rates of disabled staff will be monitored by Mrs A Hockings.

### **The school has set the following priorities for the development of information and data to support the school's Disability Equality Scheme and Accessibility Plan:**

- To track the progress and attainment of disabled children and young people through termly profiles, National Curriculum Levels and accredited achievements
- To reflect the talents of disabled pupils through the Gifted and Talented Register through analysis of the register to ensure equality of representation
- To give all pupils including disabled pupils equal access to Sport, Music and Drama, teams, school plays, school council through collection of registers of participation in these activities to ensure equality of representation
- To monitor instances of bullying and harassment of disabled pupils and staff through analysis of red incident slips and use this information to improve services
- To inform staff of these procedures and their outcomes
- To disseminate information on staff and pupils with disabilities through the staff shared area and SIMS databases and to use this information for monitoring and improving achievements and services

It is important to monitor the impact of actions taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions. This will be done in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

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 Governing Body, and the findings will be used to improve the Disability Equality Scheme and Accessibility Plan and feed into future practice.

## **Increasing access to the curriculum**

**The school has set the following priorities for the increasing the extent to which disabled pupils can participate in the school curriculum:**

- To raise staff awareness on meeting the needs of disabled pupils including by;
  - recognising and removing their barriers to learning
  - recognising and removing the barriers to learning caused specifically by SLCN, language and literacy difficulties
  - increasing awareness of technology and practices available for meeting the needs of disabled pupils
  - promoting high expectation and full participation of all students
- To improve access to resources and the physical environment within classrooms
- To improve quality of access to visual materials within classroom for all pupils including those with VI
- To reduce background noise as far as possible to improve access for all pupils including those with HI and attention difficulties
- To increase the range of activities available within lessons for all pupils in order to raise achievement and give all pupils the opportunity to experience success
- To give all pupils including disabled pupils equal access to Sport, Music and Drama, teams, school plays, school council

## **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. Slough and Eton Church of England Business and Enterprise College will canvas the opinions of visitors through questionnaires which will be available in the foyer at all events and functions and also on the school's web-site.

### **Contact with parents and carers**

Slough and Eton Church of England Business and Enterprise College will make newsletters and information for parents and carers available in suitably accessible formats such as online where fonts can be enlarged.

Additionally, events for parents and carers such as open evenings, information evenings, performances and meetings with teachers, will be held in accessible parts of the building such as the hall, foyer, meeting room and Seasons Restaurant.

Where Slough and Eton Church of England Business and Enterprise College has been advised of specific disabilities, every effort will be made to meet the needs of parents and carers through individual liaison between Heads of Year and those parents/carers.

### **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. Slough and Eton Church of England Business and Enterprise College will ensure that this is understood by transport companies it uses. This will be the responsibility of the member of school staff making the booking, either the Headteacher's PA or the Bursar.

### **Election of parent governors**

The election of parent governors will now be covered by the DDA 2005. Parents will continue to be invited to serve on the Governing Body in accordance with current practice and in line with the spirit of the DDA. Once a disabled parent governor is elected, the school will ensure that they can participate fully in school life and their advice and opinions are sought on the school/s progress towards meeting its duty under the DDA.

### **NB**

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

For further information, please contact:

Mrs A Hockings (Assistant Headteacher: Director of Pupil Support)