

# Disability Equality Staff Questionnaire

## We need your answers!

We want everyone at Slough and Eton Church of England Business and Enterprise College to feel safe and happy. The Government has said that we have to make sure that no-one is left out or treated unfairly just because they have a disability. The Government has said that this includes people you might not usually think of such as people with illnesses like cancer and multiple sclerosis. In fact, the government says that anyone who has a physical or mental difficulty which lasts for a year or more and which prevents them carrying out normal, everyday activities could be classed as disabled. People felt so strongly about this that, in 2005, the Disability Discrimination Act was passed which placed a duty on schools to meet the needs of disabled people. Part of this duty involves consulting with disabled pupils, parents, visitors to the school and staff. Please take a few minutes to answer the questions below. Your responses will be used to formulate an Action Plan to improve the lot of all disabled people at Slough and Eton Church of England Business and Enterprise College.

**Are you disabled?**

**Yes / No**

Question	Yes/No	Comments/Ideas for Improvement
a) 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?		
b) Does Slough and Eton ensure that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers?		
c) Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
d) Are classrooms optimally organised for disabled pupils and staff?		
e) Do lessons provide opportunities for all pupils to achieve?		
f) Are lessons responsive to pupil diversity?		
g) Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
h) Are all pupils encouraged to take part in music, drama and physical activities?		
i) Are school visits, including overseas visits, made accessible to all pupils and staff irrespective of attainment or impairment?		
j) Are there high expectations of all pupils?		
k) Do staff seek to remove all barriers to learning and participation?		

l) Are disabled staff encouraged to participate fully in the life of the school?		
m) Are disabled staff encouraged and supported in career progression?		
n) Are steps made to reduce background noise for hearing impaired pupils and staff such as considering a room's acoustics, noisy equipment?		
o) Is furniture and equipment selected, adjusted and located appropriately?		
p) Is information provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
q) Is information presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
r) Are there facilities such as ICT to produce written information in different formats?		
s) Are staff familiar with technology and practices developed to assist people with disabilities?		
t) Can pupils and staff who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
u) Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
v) Are emergency and evacuation systems set up to inform ALL pupils and staff, including those with SEN and disability; including alarms with both visual and auditory components?		
w) Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
x) Are areas to which pupils should have access well lit?		
y) Is bullying and harassment of disabled pupils and staff monitored and is this		

information used to make a difference?		
z) How does Slough and Eton monitor incidents of harassment and bullying of disabled pupils and staff? Are pupils and staff encouraged to report and take action against offenders?		
aa) Have staff from the HRB, SEN Department successfully raised awareness about disability by going to talk to pupils from the mainstream school?		
bb) If a number of incidents have been prevalent within a particular year or form group, how are the issues investigated and addressed with all pupils?		
cc) Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?		
dd) Does the school take part in annual events such as Deaf Awareness Week to raise awareness of disability?		
ee) How are positive attitudes towards disabled people promoted? Is the school environment used to promote positive attitudes to disability by ensuring that disability is represented in posters, collages, displays and learning materials?		
ff) How are positive attitudes towards disabled people promoted? Are key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week celebrated and highlighted?		
gg) How is participation in public life by disabled people encouraged? How does the school ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council? Are disabled staff encouraged to participate and lead school events, become teacher governors etc?		
hh) 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?		
ii) Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all		

pupils and staff?		
jj) Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?		
kk) Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?		
ll) Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?		
mm) How does Slough and Eton increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops?		
nn) Has the school consulted with disabled pupils, staff and parents to determine their priorities for the school with regards to disability equality over the next three years for example via: <ul style="list-style-type: none"> <li>• Focus groups</li> <li>• Questionnaires</li> </ul>		
oo) Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
pp) Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?		
qq) Does the school provide access to computer technology appropriate for students and staff with disabilities?		

## Overall is Slough and Eton Church of England Business and Enterprise College's provision for disabled people

**poor**

**satisfactory**

**good**

**excellent**