



*Striving for Excellence*

---

# Cirencester Kingshill School

---

*Head: Christine S. Oates*

## **Disability Equality Scheme**

(This includes the Accessibility Plan and takes into account the Equality Act 2010)

### **1. School Ethos, Vision & Values**

1.1 What do we understand by "disability"?

1.2 Strengths & Weaknesses

### **2. The General Duty**

### **3. Specific Duty- How we will meet the General Duty**

3.1 Developing a voice for disabled pupils, staff and parents/carers

3.2 The Governing Body

3.3 Disability in the Curriculum, including teaching and learning

3.4 Eliminating harassment and bullying

3.5 Reasonable Adjustments

3.6 School Facility Lettings

3.7 Contractors & Procurement

3.8 Information, Performance and Evidence

a. Pupil Achievement

b. Learning Opportunities

c. Admissions, Transitions, Exclusions

d. Social Relationships

e. Employing, promoting and training disabled staff

3.9 Impact Assessment

3.10 Reviewing/Monitoring

Appendix 1: DES Action Plan

# Disability Equality Scheme

## 1. School Ethos. Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favorably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents. This links with other policies in school such as Race equality, Special Educational Needs and Pupil discipline (including anti-bullying) policy.

### 1.1 What do we understand by "disability"?

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities." (DDA 1995, Part 1 para. 1.1.)

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality.

Under the Equality Act 2010 organisations have to make 'reasonable adjustments' to avoid a disabled person being put at a 'substantial disadvantage' compared with a non-disabled person. It also requires schools to provide auxiliary aids or services for disabled children where it is reasonable to do so. The provision of auxiliary aids and services will be effective from September 2011. The Equality Act means that schools cannot discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

### 1.2 Strengths & Weaknesses

Kingshill School prides itself on being an Inclusive school that tries to ensure everybody has the opportunity to perform to the best of their ability, setting high expectations.

The school has recognised strengths in building and site management for user-friendly physical access and we have regular Health and Safety checks.

A weakness is supporting pupils with a visual impairment, as we do not have much experience of this.

## 2. The General Duty

We will actively seek to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life and take steps to take into account people's disabilities even where that involves more favourable treatment.

### **3. How we will meet the General Duty & Specific Duty**

We already ensure that steps are taken so children with disabilities can participate in lunchtime activities, school plays or school trips. We also use a questionnaire to assess factors such as whether children are able to participate in all aspects of school life and how well children are achieving socially and academically. Pupils with disabilities will be involved in reviewing the Accessibility Plan.

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

Pupils and their parents/carers are regularly part of review meetings, transition planning, Parents' Evenings etc. The Connexions Adviser and the Pastoral Team and the SENCO and Teaching Assistants. This encourages disabled pupils, staff and parents/carers to participate in school life.

#### **3.2 The Governing Body**

The governing body consults with parents/carers producing a School Profile which includes information about SEN and those pupils with disabilities.

#### **3.3 Disability in the Curriculum, including teaching and learning –**

The school has strong reputation within the LA as an Inclusive school with a range of pupils and staff with a disability who are keen to be part of the school community.

All pupil progress is monitored and regular review done through pupil progress reports, academic and/or pastoral review and regular parents' evenings.

#### **3.4 Eliminating harassment and bullying –**

Refer to school Pupil discipline (including anti-bullying) policy for how discrimination, bullying, harassment of disabled children and adults will be dealt with.

The school employs specialist Teaching Assistants for observations, mentoring, withdrawal and support/advice with emotional and behaviour issues.

#### **3.5 Reasonable Adjustments**

The Learning Support department and the Student (behaviour) Support room are both offering reasonable adjustments for identified pupils. Records are kept on Sleuth software reports for incidents and actions taken.

We measure the effectiveness of reasonable adjustments through pupil and parent feedback. Any trips (out of school activities) are risk assessed and preparations made well in advance, including meetings with support staff, parents and pupils to ensure effective participation.

The school also takes part in disability games run by the county and national competitions such as the "Kilder Challenge."

We have direct links with a local Special school and our staff and pupils go there for positive activities and part placements are set up at Kingshill.

### **3.6 School Facility Lettings**

The site manager and the finance office manage use by the community. As a Sports college some facilities have regular use.

### **3.7 Contractors & Procurement**

All county contractors have to meet the positive discrimination double tick standard for LA jobs. The school follows advice the LA gives out regarding this.

We are a healthy eating school and the canteen will meet the catering needs of all pupils.

### **3.8 Information, Performance and Evidence**

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

Information and individual monitoring and tracking records are kept on all pupils' achievement recorded; targets are set for pupil progress and subject targets for the class teacher. Pupil progress reports are made and these are reviewed via academic tutoring by form tutors with the pupil and then at the parents evenings. Pupils on the SEN register are tracked in terms of meeting their FFT grades in English Science and Maths and reading and spelling ages.

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

Our Connexions Adviser begins working with identified vulnerable or pupils with disability in year 9 to ensure completion of school and effective post 16 transfer.

The local college runs post 16 foundation courses for pupils with a range of disabilities who need more personal support, carefully planning ensures successful transfer.

#### **c. Admissions, Transitions, Exclusions (including SEBD)**

Refer to the school Admissions Policy that follows L.A. guidelines .Transitions and exclusions are also monitored and advised by the local authority.

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

A Pastoral Buddy system operates in Year 7 with Year 10 students attached to every tutor group for the year. School prefects support pupils and staff during social times. Reading Buddies work with particular Year 7 and Year 8 reading groups for social support and encouragement.

Learning support Teaching Assistants nurture groups for eating lunch or social support before school, during morning break or lunchtimes. Homework Club is also run three times a week in the Library and is support by two Teaching Assistants.

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

Kingshill School does have some staff that are confident about identifying their disability. These staff receive appropriate training.

### **3.9 Impact Assessment**

The impact will be assessed through the Accessibility Plan which is reviewed yearly.

### **3.10 Reviewing / Monitoring**

The scheme will be reviewed and commented upon each year and revised every three years.

***THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE ANTI-BULLYING POLICY, BEHAVIOUR POLICY, CHILD PROTECTION POLICY, CHILDREN LOOKED AFTER POLICY, EQUALITY OF OPPORTUNITY POLICY, E-SAFETY POLICY, EXCLUSION POLICY, SUBSTANCE MISUSE POLICY, WEAPONS AND KNIVES POLICY.***

Reviewed by G Cannon \_\_\_\_\_ January 2011 \_\_\_\_\_ (Date)

Adapted by Governors \_\_\_\_\_ (Date)

Review Date \_\_\_\_\_ January 2012 \_\_\_\_\_

# Cirencester Kingshill School Disability Equality Scheme

---

## Action Plan

### **First Year 2007-08**

Set up a Disability Equality Steering Group to discuss initially the following points:

- Training of a nominated governor
- Acquiring / modifying equipment
- Modifying instructions / documents / homework / letters home
- Modifying procedures at dinnertimes / breaks
- Flexible arrangements for transport / movement
- Positive discrimination / more favourable practice
- Report to Governors and local Community on achievements

### **Second Year 2008 – 09**

- Completion of some first year actions identified by Disability Equality Steering Group

### **Third Year 2009 – 10 ( G Cannon now in post)**

- Re-establish a working party to review the current practice
- Review priorities with members of the working party - including developing pupil voice and the involvement of disabled people in assessing and reviewing current practices

### **Fourth Year 2010-2011**

- GCA to make sure that the new governor has access to training
- SEND group to meet to look at policy and discuss to what extent we are meeting the needs of SEND pupils and any changes we need to make. Representatives will be needed from PE DT Science and English
- The new path around the sports hall has no ramp access to the tennis courts- GCA to discuss with Mark Hill if this is possible
- The side doors of the language block do not have a ramp access - GCA to discuss with Mark Hill if this is possible
- GCA to discuss with the PE department that when we replace the minibus we consider one which will suit wheelchair users

---

**Senior Member of Staff Responsible.....**

*The scheme and action plan needs to be committed to by the highest level of authority you have- the Head Teacher & Chair of Governors. You may also want a member of staff with disability expertise to take responsibility for the day-to-day implementation.*

**Designated Member of Staff.....**

**Governor Responsible.....**

Priority	Action Required	Success Criteria	Timescale	Responsible Person	Review	New priority
Training of a nominated governor	GCA to check that Kate Kinsey has had training in implementing a Disability Equality Scheme	Training has been completed	By December 2009	GCA	GCA now has a new SEN Governor who has not yet been trained so this needs to be put in place	Check that Karen Groome has training as SEN Governor
Re establish a working party to review current policies and practices	GCA to speak to HOFs to ask for representatives to meet three times this academic year to look at current policies and practices that are designed to meet the needs of disabled people in school	Working party has met three times in the academic year 2009-10	By July 2010	GCA	GCA has asked for English Science PE and DT to have a representative on this group but as yet these have not been given to GCA. Meeting has taken place with MCR to discuss policies in science, CPA will be rep for English	Pass on copy of updated Disability Equality Scheme to English DT and PE and organise a meeting.
Acquiring / modifying equipment	GCA with the help of the working party to complete an audit of current equipment in use with disabled students and check if more is needed	Audit completed and if new equipment is needed an application for funds is made for this	By December 2009	GCA	GCA with B Thomas has done an audit. Working with the PE department they have provided a table tennis table that is stored in the exercise room for use with students with physical difficulties. We have looked into the possibility of having a plinth fitted in the exercise room, but feel that this would not be of benefit for the students we have in school at present.	SEND group to meet to look at policy and discuss to what extent we are meeting the needs of SEND pupils and any changes we need to make. Representatives will be needed from PE DT Science and English
Modifying instructions / documents / homework / letters home	GCA and the working party to find out if students have family members that have a visual impairment and need modifications to letters etc-check if this information is collected	We are aware of any parents who require modified letters etc	By April 2010	GCA	GCA has found there are no procedures for parents who have a visual difficulty, if the school was made aware of a need then we would enlarge the letters and newsletters sent home	
Modifying procedures at dinnertimes / breaks	GCA and the working party to look at current arrangements for disabled students and staff and check if modifications are needed	Discussion has taken place and any changes put forward	By April 2010	GCA	This has been discussed with TAs and at present we feel that we are meeting the needs of pupils with physical difficulties. There are always 2 TAs on duty at each break and lunch time.	
Flexible arrangements for transport / movement	GCA and the working party to look at current arrangements for transporting pupils with a disability and check if changes in procedures need to be made	Discussion has taken place and if needed changes have been proposed	By April 2010	GCA	Most of the students we have in school can access a coach with some assistance. We have used TA cars to transport a pupil on field trips and this has worked quite well. Ideally we would need a mini bus with a tail gate and equipment to fasten down wheelchairs	The new path around the sports hall has no ramp access to the tennis courts- GCA to discuss with Mark Hill if this is possible. The side doors of the language block do not have a ramp access- GCA to discuss with Mark Hill if this is possible GCA to discuss with the PE department that when we replace the minibus we consider one which will suit wheelchair users