The Impact of the Duty to Promote Disability Equality in Schools in England: A Report for the DCSF

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A. Background and Tools Developed

DEE were awarded a tender by DCSF in July 2008 to carry out a number of tasks this is the report on four of these:

I. To fulfil the research function by organising and delivering workshops for children and young people in July 2008. The purpose of these events would be to identify the positive differences that the disability equality duty has made, and barriers and gaps that remain to be overcome, plus ideas on how gaps might be filled and barriers reduced. The events will also refresh our understanding of the priorities for change of disabled children and young people

II. Techniques to be developed to be inclusive of all access needs and ensure that non-verbal children participate fully.

III. The findings of these workshops to be collated and presented in a report identifying key priorities and evidence of success and barriers to be included in the Secretary of State's Report

IV. Desk research to identify strong examples of Disability/Single Equality Schemes from schools and guidance/schemes form local authorities.

Disability Equality in Education is a registered charity and company limited by guarantee who provide training, consultancy and resources to develop disability equality and inclusion throughout the education system. In carrying out tasks I and II DEE worked in partnership with HEYA-**Helping Empower Young Activists** an organisation of young disabled and non-disabled people with experience of working with, and empowering young disabled people.

The Tools developed.

Prior to the young people's workshops a number of methods and tools were developed which would enable all disabled young people to participate in the workshops.

1. A series of games/ procedures to get to know each other, how to work together, to interact and have fun.
   a) **Name game** where everyone communicates their name and does an action which the rest of the group repeat. Everyone sits in a circle. This put everyone at ease and helped everyone get to know the group. All were given name badges large enough to write their name in thick felt tip on arrival.
   b) **Ground Rules** for workshop gone through and stuck up on wall.
      1. We want to work together as a team
      2. You can say what you want
      3. We listen and respect each other
      4. Help each other join in
      5. Adults use your expertise to get the views of the young people- not your views
      6. Ask for help when you need it
      7........? add anything else.
   c) **Who is disabled.** Everyone sits in a circle. A series of cards are read out giving different characteristics of people. The group have to decide if these go in the basket in the centre of the group if disabled people, outside on the ground if not sure, and next to presenter if

definitely not disabled. This leads to a discussion of who counts under the Disability Discrimination Act.

- ...who's body finds it difficult to deal with sugar?
- ....uses a crutch / stick?
- ....finds it difficult to see words on a page?
- ....is sad for long periods of time?
- ... Can not walk?
- ... Can not speak?
- ... Who's skin itches all the time?
- ... Has a minor cut?
- ... Has injured their leg?
- ... who's heart does not work very well?
- ... has curly hair?
- ....has blue eyes?
- ... has a cold?
- ... finds breathing difficult?
- ... is blind or partially sighted?
- ...finds it hard to make sense of the word on the page?
- .....finds learning difficult?
- ... is deaf or partially deaf?
- ... doesn't have part of their body?
- ... find it hard to concentrate?
- ... wears glasses?

d) **The human knot game.** All participants join hands in a space in the room with an emphasis on being 'tangled' together. They then have to work out and implement untangling themselves without letting go of each other.

e) **Elbow/knee.** The facilitator calls out a combination of body parts and members of the workshop have to join up using these parts of their bodies e.g. elbow to knee, palm to forehead, foot to wheel, finger to nose etc.

2. **As a disabled person what do you think of....**We identified 14 areas at school which school students would have views about from our experience of disabled pupils at school and turned this into an activity where they had to rate each of these on a four point scale .
Excellent, Good, Not So Good. Bad
We produced a visual for each of these. These were located in four corners of the space and participants had to move to these corners depending on their view of the particular area. We also made the four visuals into sets of individual flip cards for participants who preferred to use these. The topic areas were read out and shown on large print cards.

As a disabled pupil what do you think of ....?   School/Group
.... Date.............

Number Taking Part ....

Area/Score	Excellent	Good	Not So Good	Bad
1.The School Building				
2. Playtime				
3. School Dinners				
4. Assemblies				
5.School Trips				
6. PE and Games				
7. Lessons				
8.Teachers				
9.Teaching Assistants				
10.Other Children				
11.Lessons				
12. School Council				
13. School Clubs				
14. Corridors				

This method will allow all participants to rate different parts of their school experience including those without mobility, non-verbal or with cognitive impairments.

3. What works well, barriers, gaps and solutions.

An essential part of the Reasonable Adjustment Duty (SENDS 2001) and the Duty to Promote Disability Equality(Disability Amendment Act 2005), is for schools to anticipate where potential barriers may be and proactively alter policies, practices and procedures. We wanted to find out how much disabled students were benefitting from this approach by asking them,

a)'**What is going well for them at school?'** Therefore we decide to break the participants up into four groups, each with a facilitator. The workshop would be divided by means of different coloured dots on their name badges.

What is going well at school card

We would ask each group to focus on a different area and identify by writing on cards what was going well with:-
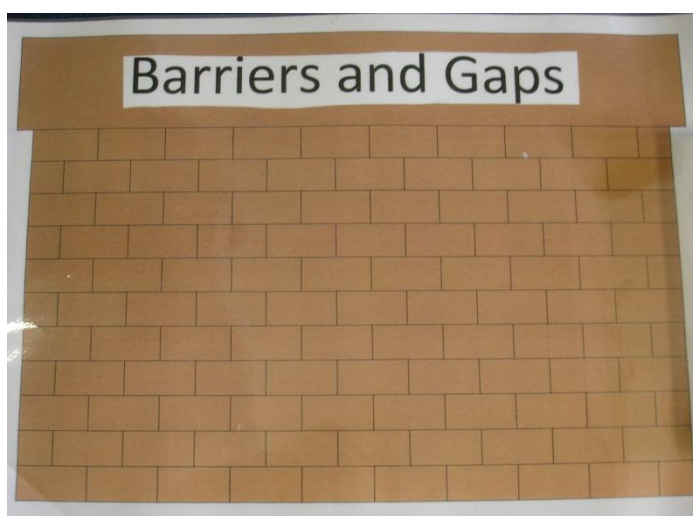
The Way the School is Made

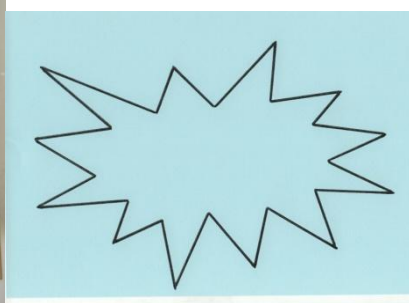Having Friends and Fun at School

The Way You Learn at School

The Way People Treat You at School.

These were each represented pictorially against a large picture of a school.

Barrier Card

b) Barriers. A large wall picture is shown and some examples of barriers are given. Each of the four groups then identify barriers or things that get in the way or stop them achieving what they want to do at school. The Barriers are written by the student and/or facilitator on A5 cards

c) Solutions. Each group then identifies solutions to the barriers previously identified on a light bulb card. This approach is based on the 'Social Model' of disability which is one of the principles of all school Disability Equality Schemes and was a radical development in the text of the Disability Amendment Act 2005. In this view it is the barriers of organisation, attitude and environment which disable people with impairments rather than their impairments themselves.
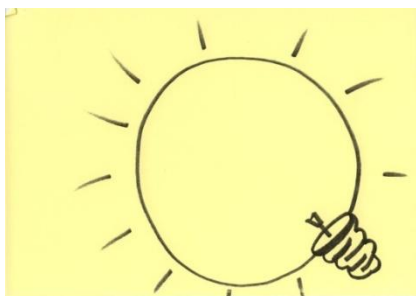
Solution Card

4.Questionnaire. We devised a questionnaire to be self completed or filled in by a facilitator for those disabled pupils taking part who could answer the questions on their own with a facilitator, signer or amenuensis. We recognized in drawing this questionnaire up that not all participants would have time or want to complete the questionnaire./ This was likely to be the case in infant schools and for some participants labelled with profound and multiple learning needs.

The areas identified in the questionnaire were based on issues that have been identified in previous surveys of young disabled people.

Some issues most commonly identified by disabled pupils are:

- Bullying, isolation and name calling
- Lack of friends
- Not being allowed on school trips and activities
- Never seeing themselves in the curriculum and materials
- A lack of disable role models
- Ignorance about what having their impairment means
- Over protective attitudes of staff and other children
- Lack of access
- Personal and teaching assistants insensitive to their needs
- Lack of independence

Richard Rieser 2007 ' Making it Happen :Implementing the Duty to Promote Disability Equality in Primary Schools' , January , Disability Equality in Education, London www.diseed.org.uk

Questionnaire on the position of disabled children and young people in the education system. Date..

Name.. Age.......... Place..

1. **What stage are you at in the education system. Please tick box**

Primary ☐

Secondary ☐

Sixth Form ☐

College ☐

University ☐

2. **Do you consider yourself to be a disabled person? Yes/No**

3. **Have you ever heard about the Disability Discrimination Act or Disability Rights? Yes/No**

4. **Have you ever had a disabled teacher? Yes/No/ Don't Know**

5. **Have you ever talked about disability at your school? Yes/No**
   i) **When ?...**
   ii) **With who?..**

6. **Have you been able to go on school day trips? Yes/ No.**
   If no, Why not. Please tick reason below
   a) **Didn't want to go**
   b) **Too expensive (cost too much money)**
   c) **No accessible transport**
   d) **Trip venue was inaccessible**
   e) **My behaviour was too bad**
   f) **No extra support was available**
   g) **Other reason...**

7. **Have you gone on school journey where you stayed a night(s) away? Yes/No**
   If no, Why not. Please tick reason below
   a. **Didn't want to go**

b. Too expensive (cost too much money)

c. No accessible transport

d. Trip venue was inaccessible

e. My behaviour was too bad

f. No extra support was available

g. Other reason...

8. What extra support do you get in school that enables you to participate?

9. Have you ever experienced bullying Yes/ No

If yes how often?

a) Every day

b) More than once a week

c) More than once a month

d) More than once a year

e) Hardly ever

10. What was done to deal with this?

11. What is your proudest school moment?

12. Do you think you meet your full potential at school? Yes/No

13. Why ?

14. Can you describe something that has gone really well for you at school and why?

15. Why was it successful ?

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B. Length of Consultation and location workshop.

It was decided that the minimum time needed to carry out the consultation was 90 minutes, but 120 minutes would be far more effective

DCSF Consultation-90 min

1. Arrive at least 30 minutes before children and young people expected.
2. Give all a name badge(first names) colour dots
3. Lay out circle in middle room and mark 4 corners Excellent, Good, Not So Good, Bad
4. Name Game -5- minutes
5. Who is in the basket-5 minutes
6. Elbow/Knee or Knot 5 minutes
7. What do you think -14 cards (15 minutes)
8. What do you think is good about your school (20 minutes)
9. Another Game 5 minutes ?
10. Barriers wall explained 5 minutes
11. Into Groups-20 minutes Barriers/Solutions
12. 10 minutes to finish with a game and give a present for taking part.

For longer sessions or for those more interested Questionnaire would need another 30 minutes to do comfortably. We should purchase some craft materials for others to use while some are doing questionnaire.

Selection of workshops. Disability Equality in Education has a wide range of contacts in local authorities and schools. We decided to select a range across the regions of England that could be fitted into a window of time before the end of the summer term 2008 in two weeks in July from 4th July to 17th July. This selection does not purport to be statistically fair. However in selecting we wanted a range of ages, types of school and pupils with a full range of impairments including those with physical, sensory, intellectual and behavioural. We think the selection we ended up with met these criteria. In all we held 11 workshops.

The workshops included school students from 26 schools including:-

 5 special schools

 5 primary schools ,

 2 secondary academies and

14 secondary comprehensive schools.

These were in 8 Local Authorities in the following regions North East, Yorkshire Humberside, East Midlands and West Midlands, London , South West and South East.

Overall 164 took part in one or more activities and 148 of these were disabled school students.

Workshops Held

Date	Local Authority	School/s	Number Participating
4th July 120 minutes	Newham	Little Ilford Sec,(4) Tollgate Pri (2) JohnF Kenedy Sp (2)	8 (all disabled)
8th July 100 minutes	Wallsall	Wallsall Disabled Youth Forum Streetly Sec, Darliston Sec, Elliot Sp Sch, Wallsall Academy, Joseph Leckie Sec	29 (all disabled)
8th July 90 minutes	Wallsall	Lindens Primary Sch	12 (8 disabled)
9th July 120 minutes	Nottingham City	The Shepherds Sec Sp. School	17 (all disabled)
9th July 60 minutes	Nottingham City	Fairham Sec Sch.	6 (all disabled)
10th July 110 minutes	South Tyneside	Bambourgh Sec Special Sch, Jarrow Sch (2) Simonside Pri(2) St. Josephs (2)	15 (all disabled)
10th July 80 minutes	Calderdale	Disabled Youth Forum 1 Special and 6 mainstream schools and 1 College	14 (all disabled)
14th July 100 minutes	Newham	Kingsford Comp	8 (all disabled)
15th July 120 minutes	Bristol	Bristol Academy	14(all disabled)
16th July 140 minutes	West Sussex	Angmering Sec. Resourced for PD	23 (all disabled)
17th July 120 minutes	Brighton and Hove	Davigdor Infants Summerhill Juniors	18 (8 disabled)
Total	**8 Local Authorities**	**26 Schools**	**164 overall 148 disabled students**

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Location of 11 workshops

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C.The findings from the workshops.

a) As a disabled person what do you think of....

Summation

Area of School & Rank G/E	Excellent	Good	Not so Good	Bad	N=
The School Building 6	32 (25%)	51 (40%)	12 (9.4%)	32 (25.2%)	127
Playtime 3	39 (32.5%)	47 (39%)	20 (16.7%)	14 (11.7%)	120
School Dinners 12	17 (16.7%)	25 (24.5%)	15 (14.7%)	45 (44.1%)	102
Assemblies 10	21 (16.7%)	39 (31%)	19 (15%)	47 (37.3%)	126
School Trips 4	58 (46.7%)	27 (21.7%)	11 (8.9%)	28 (22.6%)	124
PE and Games 2	38 (29%)	56 (43%)	15 (11.5%)	21 (16.2%)	130
Lessons 7	26 (25%)	37 (35.5%)	8 (7.7%)	33 (32%)	104
Teachers 5	20 (19%)	49 (46.7%)	5 (4.8%)	31 (29.5%)	105
Teaching Assistants 1	53 (39.5%)	52 (39%)	10 (7.7%)	19 (14.2%)	134
Other Children 9	16 (21.6%)	21 (28%)	13 (17.6%)	24 (32.4%)	74
School Council 11	27 (37%)	4 (5.5%)	21 (28.8%)	21 (28.8%)	73
School Clubs 8	23 (25%)	23 (25%)	23 (25.3%)	22 (42.1%)	91
Corridors 13	3 (8.6%)	5 (14.3%)	6 (17.1%)	21 (60%)	35

The summation shows a spread of views, but there are some interesting features. There was also quite a variation in numbers taking part in this activity. There was considerable variation across the choices made across the 11 workshops and was clearly strongly influenced by local factors. In a number of workshops we never reached the last four as it was taking a long time to complete. In the following analysis we have used the comments in the next activity to give some explanation. The matrices for each work shop can be found in Appendix 1

School Buildings as many participants identified their schools as bad as excellent. However there were twice as many identified as good or excellent (65%), as not so good and bad (35%). When questioned the main issues that came out were lifts breaking down regularly(most common), corridors too crowded, doors too heavy, lack of readable signage, poor or no access to playgrounds and play equipment such as climbing frames and bad lay out of classrooms.

Playtime and break times were popular with a majority . 71.5% rated excellent or good whilst 28.5% rated as not so good or bad. There seemed a strong link with those reporting regularly bullying and not liking breaks.

School Dinners17 rate as excellent and 11 of these are in one primary school. 41% rate as good or excellent, but 59% rate as poor or bad with 45 rating as bad. From comments this is not just about the quality of the food, but also about the timing and lack of support. Others point to the support from TA's and Midday supervisors and help from friends as positives.

Assemblies get the highest bad score (47), but 21 rated as excellent and overall 47.7% rated as good or excellent and 52,.3% rated assemblies as not go good or bad. Boredom and not being able to understand what is going on get quoted most often by those not liking assemblies.

School Trips were the most popular in the excellent category(58). 68.4% had trips as good or excellent, but 28 had them as bad with an additional 11 as not so good(combined 31.6%). There is considerable school variation with Linden's primary, Shepherd Special and Kingsford highly rating whereas Bamburgh and Davigdor give low ratings. Some of the individual comments shed some light here. Too expensive and lack of support and lack of accessible transport feature highly.

PE and Games are liked by the majority -94 (72%) rate as good or excellent, but 36 (28%) rate them negatively with 21 bad. Being left out and teachers not knowing how to include us were two strong comments here.

Lessons 63 (60.5%) rated as good or excellent whilst 33 rated them as bad with a further 8 as not so good. 39.5 % finding the main purpose of school unsatisfactory is an indictment. Lack of appropriate support, teachers not understanding their learning needs and not enough doing too much talking were quoted a lot.

Teachers were generally valued with rating excellent (20) or good 49- 65.7%. Less were unhappy with their teachers, but a significant number rated them bad 31 and only 5 as not so good. Comments 'Teachers are nice to children', 'My school has teachers trained in disabilities', 'Some teacher and some lessons are good'. 'Teachers that treat you with respect' are in contrast to 'Teachers wind me up', 'Teachers don't know how to do things', 'Teaching Staff are over protective and treat me as if I'm stupid'.

Teaching Assistants faired a bit better with 105 rating them as excellent (53) or good(52)-78.5%. But 29 still rated as not so good (10) and bad (19). Comments included. TA's are good and give extra help', 'TA's help write exams', are in contrast to 'LSA's get in the way of you learning', 'LSA's make me feel special not like anyone else', 'LSA put me on a table away from friends'. 'LSA's think I can do less than I can and restrict me doing certain things'.

Other Children are viewed fairly evenly in each category with 50% (37) in each of excellent(16) and good(21) and not so good(13)and bad(24) was 50%. This relates both too bullying and name calling and the fact that also many children are friendly to the disabled young people. However, there was also stronger evidence of isolation in mainstream schools with unit provision where disabled children spent considerable time away from their peers as at Angmering and Kingsford. The 32% who thought other children were bad is the group most subject to bullying.

School Councils were valued by 31 but 42 did not rate them and with 3 exceptions were not members of them.

School Clubs were viewed in a diversity of ways being evenly split in the four categories

Exc. 23 (25%)	Good. 23 (25%)	NSG. 23 (25.3%)	Bad. 22 (42.1%)

This seems to be related to whether the support is provided, the access and adapted equipment are provided and how welcoming and experienced those who run clubs are at including disabled young people.

Corridors. Not many completed this but the largest group (19) found them bad with a further 6 not so good (combined 77.5%) and good (14%) or excellent (8.5 %). Again this seems to be related to lack of access, congestion and lack of respect from non-disabled pupils particularly in year 7 in secondary schools.

Conclusions These findings are useful particularly as a number of disabled young people expressed their views , who could not or did not want to, complete the questionnaire later on. If the Good and Excellent percentage scores are combined and ranked Teaching Assistants(1) are most popular followed by PE and Games(2) Playtimes(3), then School Trips(4), then the Teachers(5), followed by School Building(6), then Lessons(7). Most unpopular as denoted by combined 'not so good' and 'bad' scores were Corridors(1), School Dinners (2), School Council (3), Assemblies (4), Other Children (5) and School Clubs(6).

The minority views are important in this analysis. In each of the six most popular there were a significant number who rated the category as 'bad' based on their experience. There were strong views expressed about teaching being too old, too rigid and too directing. A number disliked PE and Games mainly because it was not adjusted for their needs or they were made to feel bad by the teacher or other pupils. Playtime, corridors as well as dinners felt unsafe to a sizeable group who were subjected to bullying by peers or disliked the noise and overcrowded nature of these times. While school trips were popular again a sizeable group disliked them and felt excluded. The building and school environment still through up many barriers which really should not be there 5 years after the introduction of the access planning duty. While teaching and lessons were reasonably popular many identified barriers with the behaviour and style of teachers and their lessons. The duty to meet the needs of all learners in the class has been one that all teachers have been expected to carry out for the nine years since the introduction of the QCA General Inclusion Statement in 2000.

D. Lister school pupil survey. In contacting schools to take part in the workshops Lister secondary school in Newham told us they were carrying out a survey of pupil views to include in their Disability Equality Scheme. Lister is about to have a rebuild under Building Schools for the Future ands these views help to shape the new school environment. Lister is a school resourced for deaf pupils who are sign language users. They also have a wide range of pupils with other impairments at the school. They interviewed 54 students in Years 7, 8. 9 & 10. Of these 31 had an impairment which mean they count as disabled under the DDA. They rated their responses to each question 1 being very low and 5 being the best. All the disabled students found moving round the school difficult at break time. They rated support highly, but it was some disabled students who had problems with friendship. Full; Report with student comments Appendix 2.

1) How easy/difficult do you find moving around school:

a) at break time when you are in the playground/social spaces?

1(7=13%)   2(10=18.5%) 3 (18=33%) 4 (13=24%) 5(6=11%)

All students with a disability scored 3 or below

All scores of 4 or 5 came from students without a disability

b) during lesson changeover?

1(16=30%)   2(20=37%)   3(7=13%)   4 (5=9%)   5(2=4%)

67% of student sample rated lesson changeover as bad or very bad

There was no difference in the scoring from students with/without a disability.

2) How do you rate that your lessons meet your needs?

1(3=6%)   2(3=6%)   3(8=15%)   4 (22=41%) 5(19=35%)

76% of student sample rated provision in lessons as good or very good

12% or student sample rated provision in lessons as bad or very bad

All students with a disability scored 3 or above.

3) How would you rate being with your friends?

1(3=6%)   2(1=2%)   3(5=9%)   4(8=15%)   5(37=67%)

67% of student sample rated their friendships as being very important

Students who scored between 1 and 3 all had a disability.

E. What is Good about Your School?

In each workshop we gathered what the disabled pupils thought were good about their school. Here are the views gathered under the four headings. Each separate statement is separated by a full stop.

A. The Way the School is Made

I like the astro-turf and playing football at break time.
Facilities
Playground. Somewhere to play properly
School dinners
My school is very big and has good access
Access for wheelchair
Big enough for students who are attending Little Ilford school now
Sensory room
Standing frame (physio)
Hydrotherapy/swimming pool
There are lots of classrooms
Anything in or around school
Lots of drama and dance facilities
Good science facilities
Good Library books, facilities
Lots of music facilities
Good modern technology - interactive white boards
Good computer
I like the Drama studio because it is cool and big

B. Having Friends and Fun at School

You make friends and go to the shop with them and go home together.
I like my friends and having parties.
Friends and outings. Lots of nice people and lots of nice girls. People.
People who you trust? Mates. People to talk to. People speak nicely to me
Break time-Having a talk on the field. Playing football on the field.
Can be gay or straight to have a relationship at school.
Making friends. Make friends. Making friends in school. Friends
 Socialising. Socialising gives me confidence. Having a social life
Friends helping round schools. Getting to mix with other people like boys and girls
Meeting up outside. Friends learn to sign, I've got able bodied friends to play with
In our subjects, we have at least one of our friends so a lot of people work really hard with their friends (Better if we could choose which friends we can work with.)
Nearly all of the time my friend is with me and I get to have fun with them
I can make more friends. Meeting new people
Rough and tumble play fighting
Friends treat me well.   People give me a smile. Having a laugh. Good friends. See my friends

It is easy to make friends because of the higher percentage of the school look past your disability.

C. The Way You Learn at School

The different kinds of subjects. 10 GCSE's

I like the lessons.

I like art and drama. School Plays

RE and History are good.

I like the ICT games. I like ICT and I can use computers. ICT. Surfing the net. I have computer based lessons. Using computers.

Special needs support. Staff are really nice. Swimming pool.   Football.

PE. PE. PE. Gym. GYM/PE everyday.   Learning about fitness

I like PE because I can do some exercise and play around with my friends

I like doing science and PE

My favourite lesson is RE, PE . The sports and the school time. PE ,Playing the keyboard, Art ,Gym

Swimming. Hydro

Sports - play football. Tennis. Football for Wheelchairs.   Boccia. The disability PE. Hockey

Wheelchair sports for sports day

I do cooking on Friday in the yellow room. Cooking. Cooking. Food technology Education Music.   Music

Art - I can paint myself and paint animals. Art. My favourite subject is art because there are no strict rules that you have to follow. We don't have to sit in a seating plan, it's quite independent and you are mostly using your own rules.

Support.   Small groups. Special activities

Your getting the skills you need for when your older such as ICT, Maths, Drama, Science, textiles. Life skills.

Options in subject - double catering, can do enterprise as a subject - have to inform business why fails or succeed.   Science is fun and so is English.   Getting an education and getting a good job.

People support deaf people and they sign when someone speaks.

Doing my GCSE's - I want to do A level media and law.

Being included in lessons in mainstream school - such as maths. I like maths

Wearing my fireman suit learning about windmills in Suffolk

Learning about aeroplanes

Spanish.   I like English

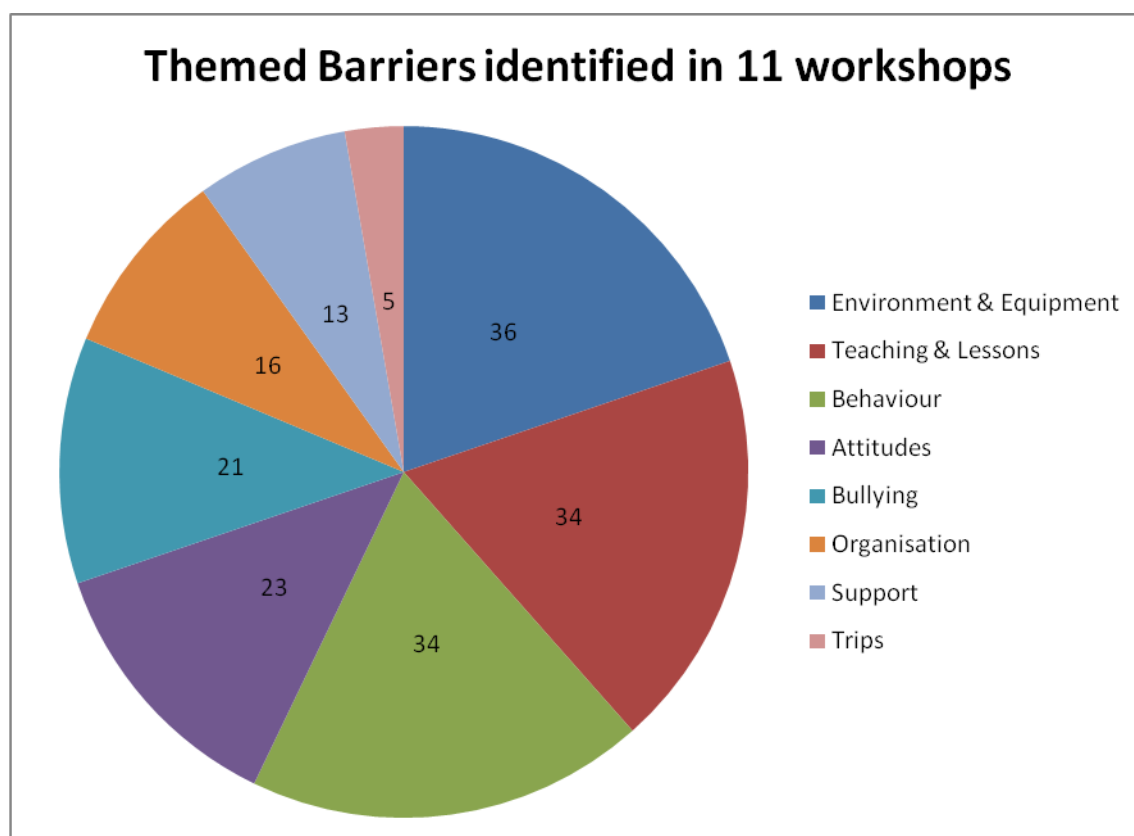Fun Lessons.   Exciting activities.   Practical lessons are good.

Some teachers and some lessons are good. Some teachers are interested in my opinion in lessons

Trips to theme park. Daytrips. School trips

D. The Way People Treat You at School

Learning respect x2 .Support is good because the teaching assistants are good.
Disabled children always come first. My school has teachers trained in disabilities.
People help disabled people to get food for dinner.
My school is very relaxed.
SEN centre is helpful.
They tell the children they look smart and are good at teaching. Teachers don't mess about if there is something serious.
Nice people at physio. I have physio three times per week
Mainstream primary schools you get treated like a normal person at special school you get treated like you less than a person.   People don't think of you as a joke as you go up in the school.
Everyone is treated equally.   Becoming independent.   Freedom to do what you want
Good way of getting away from arguments
Good relationship with adults - keep private things confidential.
People are nice - some people understand and help.
Treat me with the same expectations as other non-disabled students
There's no bullying. Bullying is dealt with very well. Your not allowed to bully others
Young able bodied people started to treat me the same as everyone else - I felt equal
I get treated well in school by the teachers and friends, and I can learn properly with respect
Support for transition and independent living
Teachers that treat you with respect. Teachers good at including disabled students.
 Wind up teachers. Teachers are very nice to the children.
Stay after school to catch up your work
Adjustments in tests.   TA's help write exams and more time in exams. Extra time
Learning support.   I sometimes have a helper to write for me.   One to one
Readers twice week. Got a mentor.
LSA help us eat. The LSA's. TA's are good and give extra help. The nursery nurses are nice and can help. You are allowed your freedom and independence because the LSA's treat you fairly . Support
Wednesday after school club - time to just chill out not do school work, we do sports, cooking.
The help you get if you need it done theirs someone trained to do it.   Lunchtime
Working with other people - helping Owen to communicate
Most students are nice to each other. Most students are nice to each other
Communication with other disabled people. My attitude.

F. Identifying Barriers and Gaps in School for disabled young people.

Themed Barriers identified in 11 workshops

- Environment & Equipment
- Teaching & Lessons
- Behaviour
- Attitudes
- Bullying
- Organisation
- Support
- Trips

An analysis was carried out that allocated the barriers identified by the disabled young people to one of seven themes, as shown above. 182 barriers were identified by the participants these were grouped in descending order as follows;-

1. **School environment and equipment.** 19% of barriers. These identified inadequate access, lifts breaking down, inadequate facilities, lack of specialist equipment, narrow corridors and inadequate signage and acoustics, lack of access to play equipment.
2. **Teaching and lessons .** 18.7% of barriers. This category included the way teachers treated disabled students, the quality of their teaching, the content of lessons and how teachers presented themselves.
3. **Behaviour.** 18.7% of barriers were identified as the way other students behaved in lessons and around the school but did not include bullying. Things like noise, inconsiderateness and disruption are included here.
4. **Attitudes.** 12.6% of barriers were identified as attitudes towards disabled students. In several cases these overlapped with sexist and racist attitudes towards Muslim girls and more generally included many of the stereotypes such as over protectiveness and under estimating what disabled student can do.
5. **Bullying .** 11.5% of barriers were identified with bullying from other students, but also identified teachers and support staff as colluding. If added to 4 this would be the largest category of barriers arising from negative attitudes to disabled people (24.1%).
6. **Organisational.** 8.8% of barriers identified arise from the way the school and education are organised. These include not providing the right adaptations, failings to make the right

adjustments in exams, and lack of inclusion in activities. One are has been put in a separate category Trips.

7. **Support.** 7.1% of barriers were to do with non-teaching support in particular with teaching assistants and their inappropriate responses to disabled students, lack of support for swimming and after school clubs.

8. **Trips .** 2.7% of barriers were specifically to do with school trips and the lack of planning and support to enable disabled students to take part.

In is noticeable that the primary age participants concentrated almost exclusively on environmental barriers and solutions whilst the older disabled young people while including environmental barriers were much more concerned with attitudes, bullying, the quality of teaching, support and school organisation.

The full list of barriers and solutions identified can be found in Appendix 3

G.Young disabled peoples solutions to the Barriers and Gaps identified.
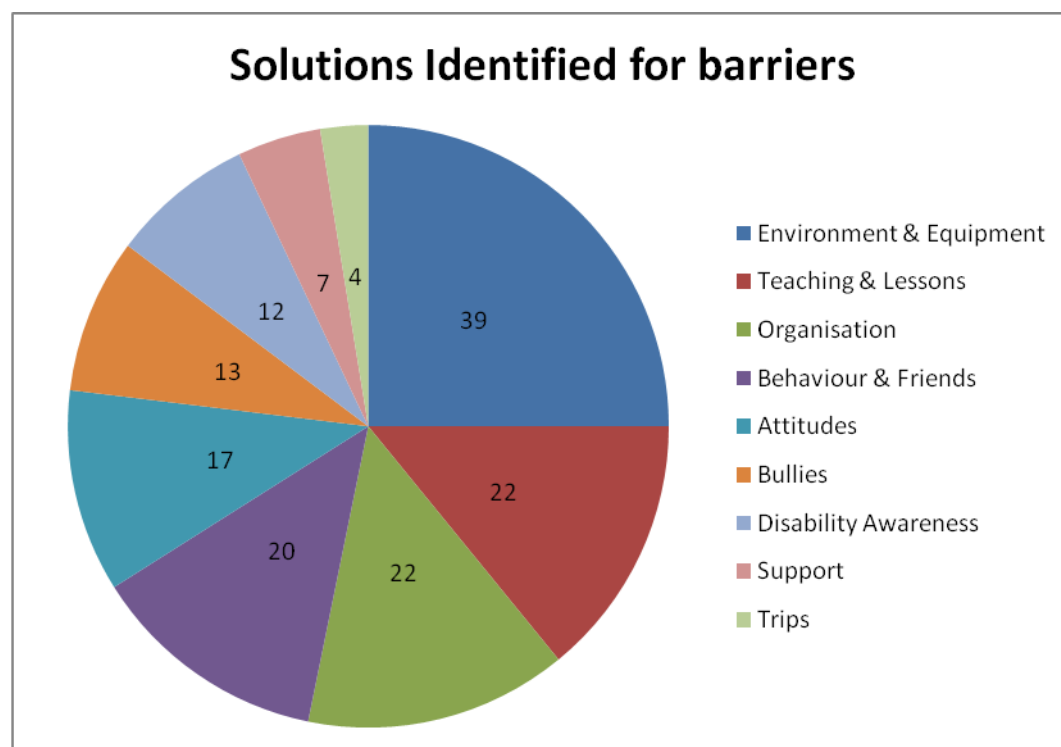
1. **Environment and equipment** remainder the top category with 25.6% of the solutions.

Barrier	Solution
I don't like the soft playroom	If the floor was harder then I would not fall
Doors are too heavy	Make doors automatic.
They won't let you play games	Buy equipment such as another all terrain wheelchair
Lift not working	Increase the amount of lifts
Space and access in the toilets	Make the toilets bigger
Not being able to move around the classroom	Bigger classrooms or rearrange/wider corridors.

2. **Teaching and Lessons** was joint second with 14.5% of solutions offered.

The teachers don't tell you what to do if you miss a lesson.	Get the teacher's to explain the work more clearly
Having teachers that don't explain the work	Make sure the work is clear and understandable
Being left out.	Teachers should make everyone include you
Insensitive cover teachers, can't see the board, can't hear you or see you	The teacher must always stand in front of the class when talking. Allow students to sit at the front of class so they can hear and listen to the teacher
Teachers wind me up	Teachers should know about ADHD
Being left out	Teachers should make everyone include you
Teachers don't let students speak	Speak to headteacher and make teachers shut up

3. **Organisational change** was joint second with 14.5% solutions.

Unequal opportunities	Supports equipment must be identified and provided before term starts.
No support for transition from one educational environment to another such as a new college and nobody knows you or your needs and it takes ages to just get the right	It is not the job of the support worker to totally prepare the college for a disabled student; teachers should meet disabled students well before they start.
Deaf is so hard when people speak to a deaf child with no sign language and just use lip movements	Children need to learn or improve signing so that deaf people can understand what they say
Too much noise in class	Have fewer students in each class
PE is not accessible	Make PE and Sports Day accessible
Books are too young for dyslexic readers	Talking books. Get the library to get some good story books that are easy to read.

4. **Behaviour and friendship** solutions came fourth with 13.2 % of solutions, but would have been third if bullying solutions were added (21.8%).

Other people fighting	Make rude people less sad, then they won't be mean and won't fight.
Friends because they talk to be and get me into trouble	Move away from my friend in the lesson And go and have a good talk afterwards
Messing around in classroom	Make lessons more interesting
When people are unkind	Helping people
When I wear my traditional clothes they start to insult me and get rude to me	Maybe have physical activities where the boys can be the victim and the girls can be the bully-so they feel what its like to be bullied
People hurting others feelings	Say sorry
Disruption	Naughty kids might do better in smaller groups

5. **Attitude change** came 5th in the number of solutions offered (11.2)

I think the mentoring doesn't work because most of the time the boys don't care about anything and are probably scared that they are going to get bullied if they change their attitude.	Let the boys and girls work with each other in subjects so they get to know each other
Teachers and teaching staff are overprotective and think we are stupid	Views need to be taken seriously
I don't like it when people talk behind my back	Talk to other children
Some of the boys keep being racist and calling me names	Have a group where boys and girls can get to know each other so they would stop calling people names and would stop getting rude to each other
People hurting others feelings	Respect and social awareness
For us girls and being in a chair boys judge us before getting to know us so they are not interested	If lads had the confidence and not be freaked out to talk to us then they can get to know us and see how we are no different to other kids. The only difference is we are in wheelchairs

6. **Bullying** solutions make up 8.6%, but are obviously strongly related to attitude, disability awareness and behaviour change making this affective area the largest with 40.9% of solutions.

Bullying once a fortnight.	Teachers should be strict with bullies.

Bullying and prejudice.	Tell a teacher you trust or a friend to try to stop bullying. Stop name calling. Go tell tutor about bullies.
Bullying-but teachers do not believe me	Help the bullies to help someone else. Reform the Anti-Bullying meetings- they help us take a stand and fight for what is right.
Bullying	Having friends
People being picked on	Let the bullies explain why they are doing what they are doing

7. **Disability Awareness/Equality** appears as a new category in the solutions with 7.9%

Other people.	Make other people more aware of disabled people
Teachers don't know how to do things	More training to understand disabled people and what they need
People making fun of me	Talk about disability-just because people are disabled does not mean they are not human
Staff thinking that children who can't speak, can't understand	Instead of PHSE make students and staff more aware of disability awareness and disabled people's needs
The way things are explained by teachers limits understanding	Talk to the whole school community about the importance of communication
Education is a poor standard	More focus on disability in the curriculum

8. **Support** is targeted for change with 4.6% of suggestions

Not having enough support to keep me talking and to keep me out of trouble. Being wrapped in cotton wool-I want to do more with my friends without being watched.	To have more one to one support for pupils so there would be fewer problems
Not having support to go swimming	More support to go out of school
People who don't have any support	Help children become more protected
LSA put me on a table away from my friends or other able students	One LSA to each person so they can get to know what people are like and what their needs are and putting those first.
LSA made me feel special and not like anyone else	More young LSA's who I can relate to.

9. **Trips** is selected in 2.6% of solutions.

Won't let you go to camp (school trip).	Train staff in special schools in the social model, so that they are not so scared of disabled people taking risks like anybody else.
Not being allowed on school trips as too risky!!	Reconsider health and safety and adjust for individual needs.
Won't let you go to camp (school trip)	Train staff in special schools in the social Model, so that they are not so scared of disabled people taking risks like everybody else
Coach trips are segregated(but you can take one friend)	Get a bigger bus so everyone can travel together

The solutions put forward by the disabled students are in the main eminently sensible and should be happening already if schools are applying the Duty to Promote Disability Equality in any meaningful way. Most of the students we talked too were in secondary schools where the duty has

been in force for 18 months. Nearly all the schools said that they had a Disability Equality Scheme but most had not engaged with their disabled student as they are meant to have done.

The solutions on attitude, bullying and behaviour are nearly all in line with current best practice but were not clearly being implemented in an effective manner.

The requirement to promote positive attitudes towards disabled people requires schools to take on board the social model and develop disability equality in the curriculum. This did not appear to be happening to any great extent.

The requirement to eliminate harassment and bullying of disabled people seemed to be a long way from fruition, though again the young people had the solutions.

The duty of making reasonable adjustments that had been in force in all schools since September 2002 should have eliminated many of the barriers in teaching and support, but it has not.

The access planning duty which has been in force since April 2003 should be making big in roads into the environment barriers, but this does not appear to be being given sufficient priority by school managements and governors.

H. Analysis of the Questionnaire

I23 disabled school students respondents completed the questionnaire from 10 of the workshops.

Identity, overall only 60% considered themselves disabled people. This is 10% higher than a survey carried out for the Disability Rights Commission in 2006 that found only 50% of people who came under the DDA definition considered themselves to be disabled people. The variation between groups was high varying from 100% in the Newham group to 33% in Fairham. These were both small groups and scores were easily changed by individual decisions. The four largest groups had mean scores of 58%, 60 %, 50% and 82% so 60% seems fairly representative.

Knowledge of Disability Legislation. Only 44% of respondents were aware of the DDA or Disability Rights legislation. Again this varied widely from group to group from 0% at Bristol; Academy to 84% at Linden's Primary. The four largest groups had mean scores of 52%, 50%. 40% and 31%.

Ever had a disabled teacher. Only 15.5% overall reported ever having been aware of having a disabled teacher. This was less variable with mean scores ranging from 0 to 30%.

Having been taught about disability at school. The overall mean score was 50% . This varied from 75% to 25%

Participated in Day Trips . The mean score was high at 92.8% and variation was low ranging from 100% to 83%

Participation in overnight trips. The mean score was lower being 57% . The primary school scores were much lower. Mean scores if they are left out vary from 30% at Bristol Academy to 88% at Shepherd Special School. Those not going gave expense , lack of support and not wanting to go as reasons.

Support . 73.9% received additional support. This was most frequently provided by teaching assistants with just under half identifying TAs. Other sources including speech and physiotherapist and support teachers were 25% and 10.5% received one to one support.

Bullying. 64.5% of respondents had been bullied at school . 19.5% reported this as a daily occurrence. 18% had this more than monthly and less than every day and 23.5% reported this as less frequent ranging from hardly ever to less than monthly.

Meeting your potential? 60.8% overall mean score Yes. The two special schools Shepherd (50%) and Bambourgh (40%) Bristol Academy (40%), Fairham (50%) had the lowest numbers feeling their school was meeting their potential. See questionnaire page 7&8. When asked 'why'

the answers varied considerably Those who though they were meeting their potential gave very different answers to those who thought they were not. For those who thought they were meeting their potential hard work, friends and support featured highly.For those who did not think they were meeting their potential lack of confidence, bullying,lack of support and lack of motivation figured often

 '**Yes**' *'I do my best It's not easy'. 'Because I work as hard as I can'* x 3. *'Help with reading - Maths improved'*. Good support and do my school work. Becoming Chair of School Council. I am confident and I always try my best. Because I think I try some science homework. Because I have good teachers, support staff and friends. Lots of help. Friendly. Sharing skills, I'm happy here. Science and how we have to stop bullying. I do drama club and I want to be an actress. I can do anything. I never stop working. I get the needs met and try my best. I like school. Always do my work. I try really hard. I did the best I could and I have the grades I need to go to college. Try hard in lessons. I have a quite big group of friends that support me and SEN group. School show. Work hard.x2 . All the TAs and Teachers. Having lots of friends. Having lots of friends and learning a lot. Because we have playtime. Because I work really hard x 5. I work hard and listen to my teachers. Work experience. Helping younger children with advise. Because I have the patience to learn and I enjoy school. I think I am doing really well. Because I try my hardest. Getting my GCSE results and I hope I passed. I'm good. I try my best. Confidence. I am not over protected or treated like stupid person. I am going to mainstream secondary next year.

No They always put me in low sets so I was bored but I could manage without support, they didn't want to give. I don't talk enough. Need more support and better teaching. We don't do exams and I would have loved to of done them, I'd of actually sat there and done them. I have one more year at school so there is time to improve. My behaviour. I could have done much better in subjects. I could do much better in Maths. Don't have the motivation. In some lessons I was not provided with everything I needed. My mum always worries but not at school, I've got an anger. People calling me names. I get distracted with noisy people. 'I want to do more things like cooking and lessons where you do more work like my brothers and sisters. I would like to be a cook or a teacher. Nobody's asked me what I want to be before'. I need more confidence. Because of friends. I do everything I can. I feel like I need to push myself more. Because of bad people in my class. Not yet but working on it. Because I try hard. Work is too hard. Handwriting. I don't concentrate. Could do more such as attitude to dyslexia and more time to write things down. Lack confidence. It is good in class, but could get better. Because of how I was treated and respected it affected my happiness. Lack of support. I feel that if I pushed myself I can do better in some subjects.

The Questionnaire results

	Newham	Wallsall Disabled Youth Forum	Lindens Primary	Shepherds Sp.Sch	Fairham Sec	Bamburgh Sp. Sch	Calderdale Youth Forum	Kingsford Sec Sch	Bristol Academy	Angmering Sec Sch	Total or Average
Number	4	29	6	8	6	15	14	8	10	23	123
Q1: Stage	Sec	Sec/6th F	Pri	Sec	Sec	Sec/Pri	Sec/College	Sec	Sec	Sec	
Q2: Consider disabled	100%	58%	66%	75%	33%	60%	50%	25%	50%	82%	x60%
Q3: Heard of DDA	75%	31%	84%	50%	50%	40%	50%	12.50%	0%	52%	x44%
Q4: Any disabled teacher	0%	14%	17%	12.50%	0%	13%	14%	25%	30%	26%	x15.5%
Q5: Taught Disability	75%	52%	33%	37.50%	50%	60%	43%	25%	50%	74%	x50%
Q6: Day Trip	100%	93%	100%	88%	83%	93%	93%	88%	90%	100%	x92.8%
Q7: Over night trip	50%	72%	0%	88%	66%	47%	79%	63%	30%	78%	x57%
Q8: Support	75%	75%	83%	75%	100%	60%	93%	100%	80%	91%	X 73.9
TA	75%	41%	66%	63.%	50%	27%	57%	63%	30%	26%	X 49.8
One to One	0%	3%	17%	0%	17%	0%	14%	25%	12.5%	17%	X10.55
Other	0%	52%	0%	12.5%	33%	33%	21%	12%	40%	43%	X24.6%
Q9: Bullying	75%	76%	33%	75%	100%	40%	71%	62.5%	40%	70%	x64.25%
Every Day	0%	17%	0%	38%	50%	13%	21%	37.5%	10%	9%	x19.5%
More than monthly	0%	14%	17%	38%	33%	20%	14%	12.5%	10%	22%	x18.0%
Less frequent	50%	34%	17%	0%	17%	7%	36%	12.5%	20%	39%	x23.25%
Are you meeting your potential	75%	62%	83%	50%	50%	40%	64%	75%	40%	69%	x 60.8%

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

I Questionnaire to members of UK Youth Parliament

DEE was fortunate to be invited to deliver two workshop at the Annual meeting of the UK Youth Parliament in Exeter on 20th Juy 2008. We yook this opportunity to distribute a questionnaire adapted from the one above. We wanted to establish what level of knowledge about disability equality in schools an informed and elected representative group of young people might have. It could be hypothesised that if they were well informed then the Duty to Promote Disability Equality was working, and if not there was room for improvement.

Questionnaire Results UK Youth Parliament N=15	
Q1: What stage are you in the education System?	2ndry = 8, 6th = 7
Q2: Do you consider yourself to be a disabled person?	no=15
Q3: Have you ever heard about the Disability Discrimination Act or Disability Rights?	no=2 yes = 13
Q4: Have you heard if the Duty to promote Disability Equality in your school?	no=8 yes = 7
Q5: Have you ever had a disabled teacher?	no=7,yes=1,dk=7
Q6: Have you ever talked about disability at your school?	no=8 yes = 7
Q6 (i): When?	
Q6 (ii): With who?	
Q7: Have you been able to go on school day trips?	yes=15
Q8: Have disabled children at your school been able to go on school day trips?	no=2 yes = 11,dk=2
Q9: Have you gone on school journey where you stayed night(s) away?	no=4,yes =11
Q10: Did disabled children at your school go on residential trips at your school?	no=3 yes =8 dk=4
Q11: what extra support do disabled children at your school get in school that enables them to participate?	
Q12: Have you ever experienced bullying?	no=4,yes =10
Q13): Did the disabled young people at your school experience bullying?	no=2 yes=6, dk/no answer=7
Q14: What was done to deal with this?	
Q15: Can you think of any achievements by disabled young people celebrated at your school?	no=5, yes =3 dk/no ans =7
Q16: Do you think disabled young people were treated fairly at your school?	no=3 yes =9 dk=3
Q17: Can you think of an example of discrimination towards disabled students at your school? Please briefy describe it.	no=3 yes=6, n/a no answer=6
Q18: What do you think should be done to improve things for disabled students at your school?	

Analysis. The sample was to some extent self selecting as they shoes to attend the workshops on disability equality which were set against a whole range of other topics. About 40% attending completed the questionnaire. Eight were attending Secondary school and seven were

attending Sixth Form. None considered themselves disabled 8(53%) had not heard of the Duty to Promote Disability Equality and 7(47%) had heard of it. A greater number 13 ((86%) had heard of the Disability Discrimination Act. Only 1 respondent knew they had had a disabled teacher and the rest did not know (7) or more definitely had not (7).

7 or 47% had talked about disability in their school and 8- 53% had not. Of those who had three were in PHSE, 1 in citizenship, 1 informally and 1 in careers. 5 had had it raised by teachers, 1 by Youth Deaf Association and 1 by a nurse. All had been on school day trips. Eleven of them thought disabled pupils in their school had also gone, two thought they had not and 2 did not know. Overnight trips the respondents 11 had gone and 4 not. The response for disabled pupils in their schools was that 8 thought disabled students had attended, three thought they had not and 4 did not know. It is unlikely they would not know because of adjustments needed so that suggests that only in 53% of these schools did they stay away overnight compared to 73% of non disabled students

As to what support disabled students got to help them participate at school . 4 identified LSA/TA, 2 identified building adjustments and equipment, 2 had units-autism and for blind students at their schools, 1 identified signage and Braille. 3 did not know and three did not think there was any support at their schools.

On bulling 10 or 66% had experienced bullying themselves. They were less sure about the disabled students, but 6 thought they definitely did and 7 did not know. It was mainly dealt with by the normal discipline system, sometimes quickly, an in one case by extra support with a mentor.

Nine thought disabled students were treated fairly at their schools, but three thought they were not. They quoted 'a disabled friend with cp not being allowed to do Art or Drama GCSE'; 'people in the autism unit being treated cruelly'; 'no lift and disabled students having to be helped up stairs; name calling'; 'different rules for them: being segregated into separate forms'; 'labels at lifts which assume disabled students are lazy: not being allowed to do PE'.

 12 respondents identified changes to develop more inclusive approaches and one though sufficient support was in place. 'Increased community cohesion may improve participation in schools if disabled people feel more comfortable in their surroundings.' 'Some way they can easily access the upper floor of the school'; Education on different disabilities and how they affect different behaviour issues.' 'More chance'. 'I think we should merge more with the Autism unit or at least learn more about disabilities to stop people making uninformed judgements'.' More access and support for disabled students'.' More supported'. Access to building and more PHSE'. 'Better Facilities'. 'Make it quicker to get to the main grass areas (it currently takes 20 min in a 45 min lunch)'. 'Integrate disabled and non-disabled students in lessons'.' Better Access,' 'I believe disabled students are sufficiently supported'.

J. Evaluating School Disability Equality Schemes.

As part of the desk research for this project we searched the internet for schools in England that had put their Disability Equality Schemes(DES) on to their website these were added a few that we were given during the workshops. We analysed 50 primary schemes and 26 secondary Disability Equality Schemes, (See Appendix 5 for names and location). Having analysed the DRC Code of Practice and Advice to Schools, the DfES advice on 'teachernet' and the advice given to schools by DEE's Making It Happen Course book, a number of essential elements of a Disability Equality Scheme were identified

We developed a series of indicators which we tested each scheme against

Whether it was part of an access scheme or did it stand alone. Or was it just an access scheme not including any part of a DES.

Q3: Does the scheme mention the six areas?
Q4: Promote equality of opportunity between disabled and non-disabled people?
Q5: Eliminate discrimination that is unlawful under the Disability Discrimination Act?
Q6: Eliminate harassment of disabled persons that is related to their impairments?
Q7: Promote positive attitudes towards disabled people?
Q8: Encourage participation by disabled people in public life?
Q9: Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people?

Whether the 6 areas were covered.

Whether there was explicit mention of the social model of disability and evidence of understanding what this means in terms of recognising that barriers of environment, attitude and organisation need identifying and addressing.

Q10: Does the scheme mention the social model?
Q11: Is there evidence of understanding what this means?

An important part of a DES is who it is planned to consult and is there evidence in the scheme that

Q12: Who do they intend to consult?
a)staff
b)pupils
c) disabled parents
d) Other parents of disabled children
e) Ex-pupils
f) Community
Q13: How do they intend to consult?
Q14: Have they actually consulted?
Q15: Who have they consulted?
a)staff

b) pupils
c) disabled parents
d) Other parents of disabled children
e) Ex-pupils
f) Community

this consultation has been carried out. For each of the above they will score if they have done it or intend to do it depending on the question.

Another important element of a DES is the requirement to impact assess policies, practices and procedures We score once for a recognition of the need to do this and again if there is evidence of it happening.

Q16: Have the carried out an impact assessment?
Q17: Do they intend to carry out an impact assessment?

Schools need to identify sources of data that they either have already or that they will need to collect to allow them to monitor disability equality at the school. These would include data on disabled pupil achievement; disabled pupil exclusions and bullying ; attendance at after school clubs and trips, membership of the governing body, profile of employees and we scored schemes against evidence of some of these.

Q18: Have they gathered any achievement data?
Q19: Have they gathered any bullying data?
Q20: Have they gathered any staff data?
Q21: Have they gathered any exclusion data?
Q22: Have they gathered any data on school trips?

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The next set of questions concerned raising the profile of disability for pupils at the school including in assemblies , in the curriculum and by placing disabled pupils on the School Council.

Q23: Is there an intention to raise disability in the school curriculum?
Q24: How do they plan to raise disability in the curriculum?
Q25: Are disabled children on the school Council?
Q26: Is there a conscious effort evident for promoting disabled people?
a) In assemblies
b) In class work
c) In school publicity

We then checked if some essential measures are being proposed or evidenced with regard to bulling and staff employment.

Q27: Is the school anti-bullying strategy mentioned?
Q28: Are measures to increase employment of disabled staff mentioned?

The final set of indicators concern an Action Plan and what is in it.

Q29: Does DES have an action plan?
Q30: Does action plan have targets?
Q31: Does the action plan have a timetable?
Q32: Does the action plan identify someone to carry out the targets?
Q33: How many action points are there in the action plan?
Q34: Is there evidence of Governor involvement?
Q35: How have the Governors been involved?

In addition as these added to a score of 49 we gave a point for the School having any form of DES. In retrospect there should have been a score for procurement being covered, but very few schools had included this necessary component.

K . Primary Disability Equality Schemes Analysis

Access Plan or separate DES? Only three schemes (6%) sought to build on their access plan to become a DES. However more worryingly a further 5 (10%) schemes called themselves DES but were only the school access plan. Eighty Eight percent (44) of the schemes were stand alone schemes while 6 were not.

Topics and coverage. An essential element of a DES is to set out the areas it will cover. These are set out in the legislation and code of Practice yet only 26 did this(52%). More schemes 32 (64%) outlined the 6 areas to be covered, but over one third (36%) did not do this essential task.
Promoting Equality and Non Discrimination 33 mentioned -66%
Eliminating Unlawful Discrimination 34 mentioned-68%
Eliminating Disability related Harassment 32 mentioned 64%
Promoting Positive attitudes 34 mentioned 68%
Encouraging Participation in Public Life 32 mentioned 64%
Treat disabled people more favourably 32 mentioned 64%
Importance of the Social Model of disability. An important element of the DES is to demonstrate that there is understanding of the social model of disability i.e. that it is barriers that disable not peoples impairments. 10 schemes mention the social model and 10 (20%) demonstrate an understanding of the social model.

Who the school intends to engage with is an important part of the DES. The schemes analysed explicitly identified the following to be involved in the consultation:-
Disabled Staff Yes 35 (70%) No 15 (30%)
Disabled pupils Yes 36 (72%) No 14 (28%)
Disabled Parents Yes 36 (72%) No 14 (28%
Parents of Disabled Children Yes 33 (66%) No (34%)
Ex Disabled Pupils Yes 3 (6%) No 47 (94%)
Disabled members of the Local Community Yes 22 (44%) No 28 (56%)
At least 28% of schemes do not identify who they will consult. Pupils and disabled parents score highest , as groups to be consulted (36 -72%), followed by staff and parents of disabled children

in 33 schemes and then disabled people in the Local Community. Only 3 school thought to involve ex-pupils who are a very good group to consult. 35 schemes outline how they intend to consult.

Proposed Methods of consultation identified included the following:-
Focus group, School Council, interviews, open meetings and staff meetings.
Form a DES working group that will meet three times a year and consult with pupils and parents.
School Council, newsletter to parents, governors talking to people, a resource for recommendations to be made by public.
SWOT (Strengths, Weaknesses, Opportunities and Threats)questionnaires, discussion in class, meetings.
Consulting individuals, information from home visits, utilising existing links with other nursery's and groups and a questionnaire.
Healthy school audit, annual parents survey and consulting with School Council.
Via letters and informal interviews
Pupil Voice, Staff meetings, parental surveys.
Informal group meeting, questionnaire, on-line questionnaire, asked staff.
Student council, school newsletter, website.
Individual education plans, able to contact Head teacher.
Questionnaire's and meeting with steering group.
Information board for parents.
Survey's, consultation groups
Questionnaires 5
Consultation 4
meeting and discussion
School Council, interviews, meetings, consultation evenings.
Survey's, meetings (in a group and one to one).
Confidential Questionnaires
Use current SEN Code of Practice
Convene a Working Party
letters, invited to contribute views
Comment box, pupil evaluations, surgery for parents and staff.
Arrange meetings with people and ask.

We then sought to find evidence if the school had already consulted and rather surprisingly found that 33 school had consulted (66%). This broke down as follows:-
Staff 36 (72%)
Disabled Pupils 35 (70%)
Disabled Parents 32 (64%)
Parents of Disabled Children 33 (66%)
Ex Pupils 3 (6%)
Community 18 (36%)
School Councils, questionnaires, meetings and focus group or working groups featured most commonly. 15 (30%)schools stated their intention to raise disability on the School Council.

Impact Assessment where the policies and procedures which impact most in a negative manner on disabled people need to be an important and integral part of the DES. Eight schools had carried out an impact assessment and 28 (56%) intended to carry out an impact assessment. But 44% did not mention Impact Assessment .

Gathering Data Another essential element of the DES is to gather data to judge where the school is and help shape the points for the Action Plan. Very few of the schools in the sample had gathered any data. The results were as follows:-
Achievement Data* 2 (4%)
Bullying Data 1 (2%)
Number of disabled staff * 4 (8%)
Exclusion 2 * (4%)
Trips 3 (6%)
This is particularly worrying as three* of these areas were highlighted in the DRC Code of Practice section for schools. However a number of schools said they were in the process of information gathering.

Developing positive attitudes to disability in the school. 17 schools outlined how they intend to raise disability in the curriculum. Most focused on PHSE or Citizenship, but there were also a number of more interesting methods described. The 33 schools not mentioning this area in their DES suggest that a lot more work needs to carried out with schools in this area.
What's in DES?
PSHE and Citizenship classes 6
 By Theme-unique and Child- Inclusion practice.
Through widespread interaction with DES scheme.
Positive image of disabled people school resources - books.
Social and emotional aspects of learning programme, thinking in social context, though not stated where or how this will be done.
PSHE, Circle Time, visitors, planned lessons.
SEAL, PSHE, RE. Positive images and books, celebrate disabled events
Through language and resources - being more positive of disabled people, also learning activities.
Careful purchasing of positive images of disabled people resources. 20 new books acquired in a year.
Positive images of disabled people in the school
Raising disability issues in each year.

Is there evidence of a conscious effort to promote disabled people in the life of the school?
4 school(8%) mention they had disabled children on their School Council.
There was evidence in their DES that 17 (34%) school were making a conscious effort to promote disabled people.
9 (18%) schools in assemblies;
12 (24%) schools in class work;
8 (16%) schools in school publicity;
8 (16%) of schools in their anti-bullying strategy

16 (32%) of schools had measures in place to increase the employment of disabled staff.

Action Plan-54% (27) of the DES's had an Action Plan which means 46% did not have this most basic element of the DES.

26 (52%) had targets

24 (48%) had a timetable

22(44%) identified a named role or person to carry out the action point

27(54%) had evidence of Governor involvement.

The number of targets varied considerably as follows :-

Number of action points	Number of schools
2	3
4	4
5	2
6	3
7	4
8	1
9	1
10	2
12	1
17	1
19	2
21	1
23	1
39	1

How were Governors involved?-26 (52%) schemes demonstrated how Governors had been involved whereas 24(48%). It is a fundamental requirement and a legal duty that the Governors are involved in and agree the DES.

Procurement. Initially we did not ask this important question, but only 3 (6%) of schemes mentioned or outlined their expectation of contractors to abide by the DES whilst working on the school site. This is another important gap that needs addressing, particularly as more contractors are involved in providing services on the school site.

Scoring the Primary Disability Equality Schemes

The DES's have nearly a normal distribution with 3 that score 4 or less and 3 between 36 and 38. There 10 schemes which score 5-15 and 10 schemes that score 30 to 34 and nearl half of the schemes in the range 19 to 28. However given that there has been statutory guidance available to schools and as number of Local Authorities produced model schemes; we found 23 on the internet, this type of distribution of scores should not have occurred. The variance of scores also suggests that schools have not established in their thinking what needs to be in a DES and what constitutes a good DES. Another way of summing this up would be to say that all those scoring under 30 are unsatisfactory (37 schemes) Those Scoring from 30 to 35 are satisfactory(10) and only 3 are good 35 plus and none are excellent (40 plus). This scoring method might be useful to

OFSED who have a statutory duty to review Disability Equality Schemes when carrying out their inspection duties.

Score of Primary DES's out of maximunm 50

Range	Count
1 to 4	3
5 to 15	10
19 to 28	24
30-34	10
36-38	3

Primary DES Variance of scores
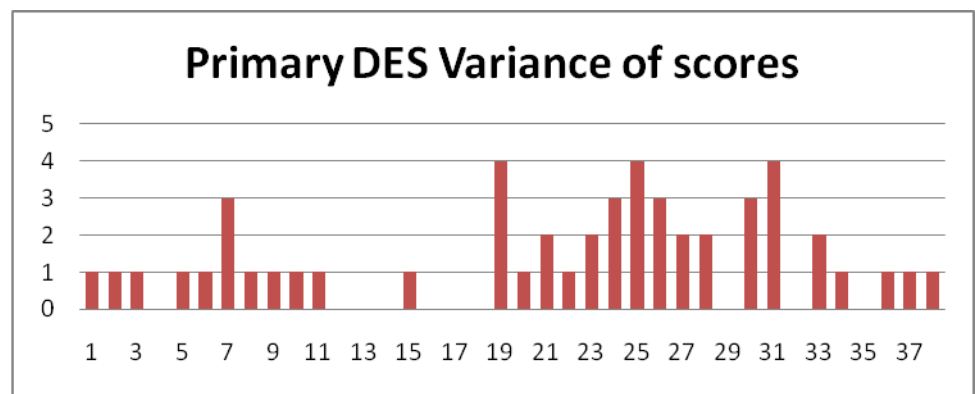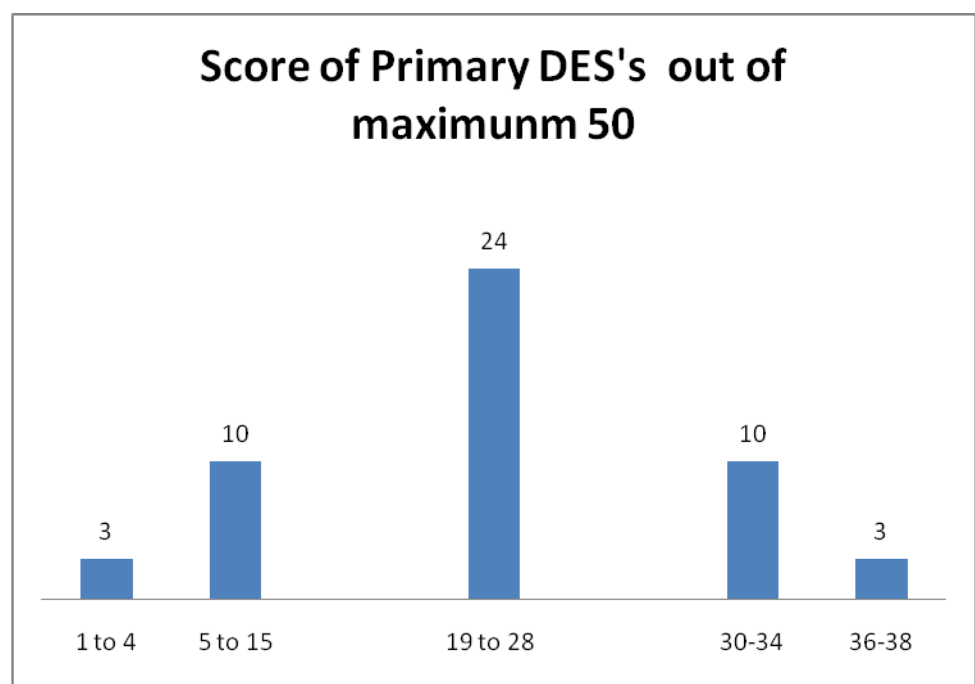
The three top scoring primary schemes Davigdor Infants in Brighton and Hove , Grasmere Primary in Hackney and Whitegrove Primary in Bracknell Forest have been included in Appendix 6. What these three schemes have in common is real engagement with the task. An understanding of disability equality and involvement of disabled people.

L. Secondary Disability Equality Schemes Analysis

26 Secondary School Disability Equality Schemes were found on the internet or given to DEE by participating schools in the consultation workshops. These were analysed against the same criteria as the primary schemes

Access Plan or separate DES? Only one schemes (4%) sought to build on their access plan to become a DES. 25 Schemes stood alone .

Topics and coverage. An essential element of a DES is to set out the areas it will cover. These are set out in the legislation and code of Practice yet only 12 did this(46%). Fewer schemes 11 (42%) outlined the 6 areas to be covered, and over 15 (58%) did not do this essential task.
Promoting Equality and Non Discrimination 17 mentioned -65%
Eliminating Unlawful Discrimination 16 mentioned-61%
Eliminating Disability related Harassment 16 mentioned 61%
Promoting Positive attitudes 18 mentioned 69%
Encouraging Participation in Public Life 17 mentioned 65%
Treat disabled people more favourably 15 mentioned 58 %

Importance of the Social Model of disability. An important element of the DES is to demonstrate that there is understanding of the social model of disability i.e. that it is barriers that disable not peoples impairments. Only 1 schemes mention the social model and 2 (8%) demonstrate an understanding of the social model. This is very concerning.

Who the school intends to engage with is an important part of the DES. The schemes analysed explicitly identified the following to be involved in the consultation:-
Disabled Staff Yes 16 (61%) No 10 (39%)
Disabled pupils Yes 16 (61%) No 10 (39%)
Disabled Parents Yes 14 (54%) No 12 (46%)
Parents of Disabled Children Yes 14 (54%) No 10 (46%)
Ex Disabled Pupils Yes 1 (4%) No 25 (96%)
Disabled members of the Local Community Yes 16 (61%) No 10 (39%)

At least 39% of schemes do not identify who they will consult. Disabled Pupils and disabled staff score and disabled people in the local community score highest , as groups to be consulted (16 - 61%), followed by parents -both parents of disabled children and disabled parents in 14 schemes. Only 1 school thought to involve ex-pupils who are a very good group to consult.

Proposed Methods of consultation-
15 schemes(58%) outline how they intend to consult. These included:- Interviews Meetings(2), annual reviews (2), questionnaire(5), working group(2), consultation(4), school council, focus groups(3), creation of diversity council, consultation with council, raising awareness, feedback, drop-in sessions, IEP's and statements, Newsletter, just hand in suggestions, creation of a DES working Group(2), staff inset, invited parents.

Actual consultation

We then sought to find evidence if the school had already consulted and rather surprisingly found that 16 school had consulted (61%). This broke down as follows:-

Staff 13 (50%)

Disabled Pupils 13 (50%)

Disabled Parents 8 (31%)

Parents of Disabled Children 7 (27%)

Ex Pupils 1 (4%)

Community 8 (31%)

Impact Assessment where the policies and procedures which impact most in a negative manner on disabled people need to be an important and integral part of the DES. Three schools had carried out an impact assessment and 10 (38%) intended to carry out an impact assessment. But 62% did not mention Impact Assessment .

Gathering Data Another essential element of the DES is to gather data to judge where the school is and help shape the points for the Action Plan. Very few of the schools in the sample had gathered any data. The results were as follows:-

Achievement Data* 1 (4%)

Bullying Data 1 (4%)

Number of disabled staff * 1 (4%)

Exclusion 2 * (8%)

Trips 1 (4%)

This is particularly worrying as three* of these areas were highlighted in the DRC Code of Practice section for schools. However a number of schools said they were in the process of information gathering.

Developing positive attitudes to disability in the school. 9 schools outlined how they intend to raise disability in the curriculum. Most focused on PHSE or Citizenship, but there were also a number of more interesting methods described. The 18 schools not mentioning this area in their DES suggest that a lot more work needs to carried out with schools in this area.

How will raise in the curriculum?

Positive image of disabled people in curriculum(5)

PHSE and Citizenship (2)

Training and seminars and presentations

New Resources

Is there evidence of a conscious effort to promote disabled people in the life of the school?

4 school(17%) mention they had disabled children on their School Council.

There was evidence in their DES that 10 (38%) school were making a conscious effort to promote disabled people.

7 (27%) schools in assemblies;

10 (38%) schools in class work;

6 (23%) schools in school publicity;

2 (8%) of schools in their anti-bullying strategy

3(13%) of schools had measures in place to increase the employment of disabled staff.

Action Plan-54% (14) of the DES's had an Action Plan which means 46% did not have this most basic element of the DES.
14 (54%) had targets
14 (54%) had a timetable
13(50%) identified a named role or person to carry out the action point
9 (35%) had evidence of Governor involvement.
Quite a few schemes consisted of only an Action Plan.

The number of targets varied considerably as follows :-

Number of action points	Number of schools
1	1
5	1
7	1
8	1
13	1
15	1
16	1
17	2
20	1
21	2
25	2
39	1

How were Governors involved?-9 (35%) schemes demonstrated how Governors had been involved whereas 17 (65%) do not. It is a fundamental requirement and a legal duty that the Governors are involved in and agree the DES. 6 were involved with monitoring and review and three had been consulted.

Scoring the Secondary Disability Equality Schemes

The maximum score a scheme could get if it demonstrated it covered all the areas required would be 50.

The 26 schemes examined scored as follows:

Secondary DES Scores

Score range	Count
1 to 10	4
11 to 20	12
21 to 30	7
31 to 40	3
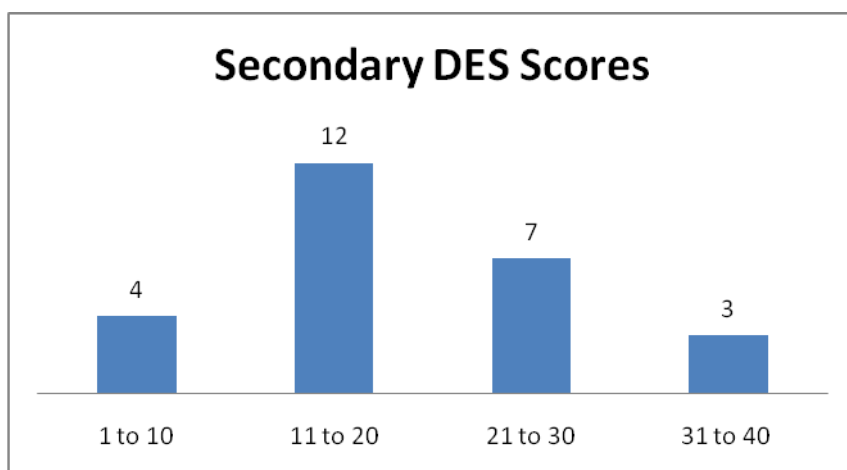
M. Discussion

Overall impression
We talked and worked with 150 disabled children in 11 locations and analysed 76 school Disability Equality schemes. The participants had a full range of impairments including specific learning difficulty/dyslexia, moderate, severe and profound learning difficulty, speech and communication difficulty ranging from mild to non-verbal, a full range of physical disability with a substantial number of wheelchairs users, deaf and blind pupils and a range of pupils with metal health and behavioural issues such as depression, ADHD, and medical needs. All the young people who completed the questionnaire had an impairment which would mean they come under the definition of disability contained in the DDA.

What is good about your school. There were a considerable number of positive things the young disabled people related about their school experience though the picture was very mixed with a large minority of around 40% feeling quite negative. Positive features covered all areas at school. The young disabled people were also very clear on the barriers in their schools and what needed to be done.

In terms of the barriers identified by the disabled young people environmental barriers were identified most often(19%) followed by barriers in teaching and lessons (18.7%). Behaviour of other students was strongly identified as a barrier (18.7%) followed by negative attitudes (12.6%) and bullying (11.5%) which if grouped together would be the largest group of barriers (24.1%). There were then specific barriers identified in the way the school was organised(8.8%) and a support provided (7.1%) and finally barriers on trips(2.7%).

The solutions offered followed roughly the same proportions, though disability awareness was new are not mentioned in what was good about their school

Environment and equipment 25.6%
Teaching and lessons 14.5%
OrganisationaL14.5%
(Behaviour and friendship 13.2%
(Attitude change 12.2%
(Bullying 8.6%

(Disability Awareness/ Equality (7.9%) These four together again were the largest related group 42% of solutions were to do with attitudinal change
Support 4.6%
Trips 2.6%
These could be viewed as **three overall dimensions:-**

Attitude 42.2%
Organistion , Teaching and support 36.2%
Environment and equipment 25.6%

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The individual questionnaires showed 60% of the disabled students identified as disabled people, but that only 15.5% could remember ever having been taught by a disabled teacher. 44% of the respondents were aware of the legislation on Disability Discrimination and 50% had learned about disability at some point during the school curriculum. 64.5% reported being bullied at some point at school with 37.55 experiencing bullying regularly e.g. more than monthly and for 19.5% it was a daily occurrence. 61% felt they were meeting their potential, but 39% did not. For those who judged they were not meeting their potential the barriers previously identified were given as the main reasons alongside low self-esteem and lack of confidence.

The Questionnaire filled in by non-disabled representatives of the UK Youth Parliament confirms a similar pattern as in the disabled young peoples . 12 of the 15 respondents identified further improvements to benefit disabled pupils at their schools.

The primary school Disability Equality Schemes scored higher than the secondary schools. This probably is because the Secondary schools had to complete their first DES quickly by December 2006 while the primary schools had an additional year. Most had relied heavily on local authority templates .

The majority of DES had consulted 66%, although far fewer had consulted with the community or ex-disabled pupils. Most had consulted pupils, staff and disabled parents. The DES were much weaker on the gathering of data 4-8% on various essential indicators such as exclusion, achievement , trips or bullying of disabled pupils or the position of disabled staff. Only 20% of schemes show any understanding of the social model of disability.

The majority of schemes did not mention how they intend to develop positive attitudes to disability 34% mentioned some means of raising in the curriculum. Few had a more thought out approach.

Evidence in the DES's of promoting disabled people in the life of the school was poor again only 34%.

Only 8 schools had carried out impact assessments and 28 including these said they intended to. Only a very view had planned a timescale in their Action Plans.

46% of DES's did not have an Action Plan again an essential component.

Those that did have an action plan the number and quality of targets varied from 1 to 39.

Governors need to agree the DES and review it annual and revise it every three years, but 48% had not been able to demonstrate Governor involvement. Procurement was only mentioned in 3 Schemes.

On a more positive note only 3 schemes sought to build directly on existing Access Plans. Most choosing the less complicated stand alone DES. 2 schools had just changed the name on their access Plan to a Disability Equality Scheme, but not changed the content. Most of the schemes relied on various templates that are available on the internet. We found 23 of these. Some are much better than others in terms of getting schools to engage, impact assess and gather date. Bracknell Forest is a good one and Whitegrove used this to develop a high scoring scheme. The

other two top scoring schemes were developed in the school. Davigdor by a working group and at Grasmere by the chair of governors and did not rely on templates.

Secondary Disability Equality Schemes show a similar pattern to the primary but are less well developed in the main. Only one scheme chose to build on School Access Plans most standing alone. Understanding of the social model of disability was less in evidence.

39% of schemes do not identify who they will consult and only 2 schemes mention the social model of disability. However 15 schemes 58% do outline who they intend to consult.

Three schools had carried out impact assessment and 10(38%) including these intend to.

Gathering data was weakness with only 1 or 2 schools had done this.

Nine schools (35%) outlined how they were going to raise disability in the curriculum

Ten schools provided evidence of how they were going to promote disabled people in public life of the school.

54 % (14) of schemes had the essential Action Plan. Targets varied widely from 1 to 29 and were of varying quality.

 9 (35%)schemes showed evidence of Governor involvement.

There was less evidence of on going engagement and implementation than in the primary schemes.

The groups of disabled pupils we met with were all used to being asked their views, were empowered and are unlikely to be typical, as a result, it is most likely that the negative features reported are likely to be an under representation and the positive features an over representation of the true situation for disabled pupils in England.

N.Recommendations.

Disability Equality Schemes

1. All state schools have to have a Disability Equality Scheme(DES) and from our searches it appears that many do not , or if thy have a DES, it is most likely to be hurriedly copied from a template. **All schools should be required to provide the Local Authority and OFSTED with a copy of their current Disability Equality Scheme. This would make monitoring much easier for Government who have to report regularly on the position of disabled people in the education system.**

2. **All DES's must contain clear evidence of :-**
    *   **Ongoing engagement with disabled pupils, staff and parents;**
    *   **impact assessments of all new and existing policies;**
    *   **monitoring information for the bullying and harassment of disabled people;**
    *   **monitoring information for the achievements of disabled pupils**
    *   **monitoring information for attendance at after school activities and trips for disabled pupils;**
    *   **monitoring of the number of disabled staff and the adjustments made for them, and**
    *   **an action plan with SMART Targets.**

3. **All schools should be encouraged to set up a disability equality working group with representatives of disabled staff, pupils, parents and governors with a member of senior management to develop and monitor the disability equality scheme.** Schools that have this structure have the best developed DES.

Access Plans

4. **Access Plans should be separate from a stand alone Disability Equality Scheme**, as they only over-lap slightly, for if the DES is built around the access plan many important areas do not get covered e.g. staffing, procurement, letting, curriculum, harassment, exclusions, promotion in the public life of the school and parents.

Attitudes, bullying and harassment

5. The level of harassment and bullying disabled children and young people are subjected to on a regular basis is not acceptable. 65% reported bullying. **All schools should have to record incidents of disability related harassment and report them to the local authority.**

6. **Schools need to be encouraged by DCSF and QCA to include an understanding of disability and the origins of negative ideas and attitudes about disability in the curriculum on a systematic basis across subject areas.**

7. **Disabled adults, with an understanding of the social model of disability, need to work with all pupils to develop their understanding of disability as a human rights issue.**

8. **All in-service and trainee staff should undergo regular and mandatory Disability Equality Training.**

9. The Deaf students in the study complained that teachers and staff lacked Deaf Awareness when communicating with them e.g. failing to face them while speaking and failing to place them at the front of class and very few had sign language skills. **It is recommended that all staff in schools attended by deaf children should have Deaf Awareness Training, where sign language is the preferred means of communication by the pupils incentives should be provided for staff to learn sign language. Sign language clubs open to all pupils should be encouraged by grant.**

10. **All schools should have to hold a Disability Equality week in the week of 3rd December each year.**

11. Many disabled pupils emphasised how important friends were to them for social and academic purposes. **There must be far greater emphasis on developing peer support and building Circles of Friends and other person centred planning tools for those who are isolated. Emotional literacy needs to be linked much more strongly to including disabled pupils.**

12. A minority of disabled pupils fail to attend school trips especially residential trips. **All schools should be encouraged to develop trips policies that require the needs of all pupils are taken into account while planning the trip and attendance at places where the needs of all cannot be met should be discouraged.**

13. A substantial number of disabled pupils are not able to attend after school clubs because of rigidity in school transport arrangements. **Contracts for transport should not be let by Local Authorities unless they contain flexibilities for altering travel times on a regular basis.**

Support

14. A number of disabled pupils reported on-going difficulties with getting the support they needed. **The flexibilities of delegated support budgets should be introduced everywhere and levels of staffing for disabled pupils should be brought up to a national minimum based on the current average and resources provided to schools and local authorities to do this.**

15. Although most disabled pupils were happy with their Teaching Assistants a significant minority were not. **There should be much greater involvement of young disabled people in the selection and deployment of their Teaching Assistants.**

16. A significant number of disabled pupils reported problems with their teachers and their lessons. **All teachers need to be teachers of all children in their class. There should be much more emphasis in both initial training and continuing professional development on differentiation, different methods of communication and methods of inclusive teaching.**

17. A number of pupils whose impairment lead to challenging behaviour wanted schools to acknowledge their needs and provide them with the right support. **Schools should be required to introduce a differentiated behaviour policy where techniques such as time out, anger management, peer mediation and mentoring can be provided as reasonable adjustments to reduce suspensions and exclusions.**

Exams

18. A significant number of disabled pupils complained about not getting the right support in tests and exams. **All schools should be reminded of their duties in general assessment and exams under the DDA which came into force in September 2007 and Guidance to schools needs to be provided about the range and breadth of reasonable adjustments that needs to be provided for tests and examinations.**

Disabled Teachers

19. Only 15% of disabled pupils reported ever having a disabled teacher. Disabled pupils wanted to have more disabled teachers both as role models and adults who would understand and advise them on the path to fulfilled adult lives. **The medical fitness to teach regulations need to be withdrawn and a competency/reasonable adjustment model replace them.**

20. Disabled sixth form students should be encouraged to come into teacher training through a poster and video campaign. **A special programme should be set up to support disabled students in their gap years to work in schools.**

OFSTED

21. We examined the latest OFSTED reports for the schools involved in this study which have been made in the last year. None of them mention the Duty to Promote Disability Equality and only have passing references to pupils with LDD-Learning Difficulties or Disabilities. OFSTED has a statutory role of monitoring Disability Equality Schemes in Schools. **The Secretary of State should require OFSTED to carry out this role and that they be provided with the necessary training to identify good practice.**

Built environment

22. There were still many barriers in school buildings and grounds for physically and sensory impaired pupils. **An end date should now be introduced by which all schools have to be fully accessible and increased school Access Funding made available to schools to achieve this. 2025 would be a good date to introduce in line with Improving the Life Chances of Disabled People(2005, Cabinet Office).**

23. **All internal fire doors should be held back by magnets linked electrically to the fire alarm to ease circulation. External doors should be automatic and ramped.**

24. Lifts breaking down was a major problem stopping ambulant impaired pupils accessing the curriculum in multi-story buildings. A survey should be carried out into the types of lifts and frequency of breakdown. If the outcome is that the cheaper platform type lifts are more frequently breaking down , as suspected, then **guidance and grant should be made available to convert to the less breakdown prone passenger lifts.**

25. There was some evidence that new PFI built and Building Schools for the Future rebuilds and rehabilitations were going by the Section M building regulations rather than promoting disability equality. Some examples include:
    - Classroom sizes do not take account of the additional circulation space required by wheelchair users;
    - There are insufficient lifts and they are not fit for purpose e.g platform rather than passenger;
    - Practical rooms are not being fitted with rise and fall benches, sinks, work surfaces, cookers and tools mounts to accommodate ambulant impaired students;
    - The acoustic environment is not to sufficient standard to cut out background noise sufficiently for hearing impaired students;
    - The visual environment is not sufficiently colour contrasted for partially sighted and learning disabled students;
    - Signage does not include sufficient colour coding, shape coding and pictograms;
    - Insufficient space was being allowed in corridors and other circulation spaces to comfortably include disabled pupils(See Lister School pupil attitude survey).

 It is recommended that BSF and PFI guidance and funding be urgently revised to allow these standards   to be met in all schools in the programme.

26. There were still too many areas of school playgrounds and sports fields that were not accessible. **New standard need to be enforced to make sure over time all are made accessible.**

27. Younger disabled children were particularly upset that play equipment e.g. slides, swings and climbing frames were not accessible for them to use with their friends. **New standards should be introduced and enforced to make these available.**

Resources

28. Students with specific learning difficulties and general learning difficulties complained of a lack of books which are simple to read, but have age appropriate stories. They felt they were being 'babied'. **All schools should be provided with a list of publishers and books that meet these concerns.**

29. Many disabled students complained that they and disabled people in general 'were invisible', were not featured in the books and resources used to teach them. **Schools should be encouraged to purchase a range of resources, books, posters that portray disabled people positively and a resource list should be placed on teachernet which can be moderated and added too.**

30. A number of disabled pupils reported not getting the right equipment or support to communicate with. **There should be a system of national grants for communication and other specialist equipment so that disabled pupils/students who need this equipment get provided with it when they need it and get the right training to use it effectively.**

Appendix 1   As a disabled person what do you think of....

Newham

Area of School	Excellent	Good	Not so Good	Bad
The School Building	3	1	0	4
Playtime	0	3	4	1
School Dinners	0	0	0	0
Assemblies	1	2	1	4
School Trips	3	4	1	0
PE and Games	2	3	1	2
Lessons	1	2	0	5
Teachers	0	3	0	5
Teaching Assistants	2	5	1	0
Other Children	4	4	0	0
School Council	2	0	4	0
School Clubs	0	4	1	3
Corridors	1	1	1	5

Wallsall DYF

Area of School	Excellent	Good	Not so Good	Bad
The School Building	5	2	1	0
Playtime	4	2	0	1
School Dinners	7	1	0	0
Assemblies	5	1	1	1
School Trips	4	0	3	0
PE and Games	2	3	1	2
Lessons	3	3	2	0
Teachers	4	1	0	3
Teaching Assistants	2	5	0	1
Other Children	6	0	1	1
School Council	6	2	0	0
School Clubs	2	1	3	1
Corridors	0	0	0	0
Swimming	3	3	2	0

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Linden's Primary

Area of School	Excellent	Good	Not so Good	Bad
The School Building	4	4	0	4
Playtime	10	5	0	0
School Dinners	0	0	0	0
Assemblies	0	2	4	5
School Trips	11	3	0	0
PE and Games	0	7	6	0
Lessons	0	0	0	0
Teachers	0	0	0	0
Teaching Assistants	9	2	0	2
Other Children	0	0	0	0
School Council	0	0	0	0
School Clubs	3	3	5	3
Corridors	0	0	0	0

Shepherd Special school

Area of School	Excellent	Good	Not so Good	Bad
The School Building	3	2	7	4
Playtime	0	0	0	0
School Dinners	0	0	0	0
Assemblies	6	9	0	3
School Trips	11	4	0	2
PE and Games	6	7	3	2
Lessons	6	8	1	2
Teachers	0	0	0	0
Teaching Assistants	2	9	1	6
Other Children	0	0	0	0
School Council	0	0	0	0
School Clubs	0	0	0	0
Corridors	0	0	0	0

Fairham

Area of School	Excellent	Good	Not so Good	Bad
The School Building	4	0	1	1
Playtime	5	1	0	0
School Dinners	3	0	1	2
Assemblies	1	2	1	2
School Trips	5	0	1	0
PE and Games	4	0	1	1
Lessons	2	0	0	4
Teachers	4	0	0	1
Teaching Assistants	5	0	1	0
Other Children	2	0	0	4
School Council	4	0	0	2
School Clubs	6	0	0	0
Corridors	1	1	0	4

Bamburgh

Area of School	Excellent	Good	Not so Good	Bad
The School Building	2	8	0	5
Playtime	3	4	7	1
School Dinners	1	5	0	9
Assemblies	0	1	5	9
School Trips	3	5	0	7
PE and Games	5	4	0	6
Lessons	7	8	0	0
Teachers	0	12	0	3
Teaching Assistants	5	6	0	4
Other Children	0	0	0	0
School Council	7	0	0	0
School Clubs	5	3	2	4
Corridors	0	0	0	0

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Calderdale DYF

Area of School	Excellent	Good	Not so Good	Bad
The School Building	3	2	2	2
Playtime	3	2	1	3
School Dinners	2	4	1	2
Assemblies	2	5	0	2
School Trips	0	0	0	0
PE and Games	0	0	0	0
Lessons	0	0	0	0
Teachers	4	3	1	1
Teaching Assistants	6	2	0	1
Other Children	3	3	2	1
School Council	0	0	0	0
School Clubs	0	0	0	0
Corridors	0	0	0	0

Kingsford

Area of School	Excellent	Good	Not so Good	Bad
The School Building	5	3	1	0
Playtime	8	0	0	0
School Dinners	1	1	1	5
Assemblies	3	1	1	3
School Trips	8	0	0	0
PE and Games	5	2	0	1
Lessons	1	1	5	1
Teachers	4	3	0	1
Teaching Assistants	6	2	0	0
Other Children	0	0	2	6
School Council	8	0	0	0
School Clubs	5	1	1	1
Corridors	1	0	2	5

Bristol Academy

Area of School	Excellent	Good	Not so Good	Bad
The School Building	2	9	3	0
Playtime	5	5	0	4
School Dinners	2	8	0	4
Assemblies	0	7	1	4
School Trips	3	4	6	0
PE and Games	5	7	0	2
Lessons	1	4	0	9
Teachers	3	2	1	7
Teaching Assistants	4	7	2	0
Other Children	1	2	4	7
School Council	0	2	4	7
School Clubs	1	0	5	7
Corridors	0	3	3	7

The Angmering School

Area of School	Excellent	Good	Not so Good	Bad
The School Building	1	3	5	11
Playtime	1	12	5	3
School Dinners	1	2	4	14
Assemblies	1	3	2	13
School Trips	12	7	0	1
PE and Games	7	9	1	4
Lessons	5	4	0	12
Teachers	1	8	3	9
Teaching Assistants	12	2	1	5
Other Children	0	12	4	5
School Council	0	0	0	0
School Clubs	1	11	6	3
Corridors	0	0	0	0

Davigdor Infants

Area of School	Excellent	Good	Not so Good	Bad
The School Building	0	17	0	1
Playtime	0	13	3	1
School Dinners	0	4	8	4
Assemblies	0	6	3	10
School Trips	0	0	0	18
PE and Games	0	14	3	1
Lessons	0	7	0	9
Teachers	0	17	0	1
Teaching Assistants	0	12	4	1
Other Children	0	0	0	0
School Council	0	0	5	12
School Clubs	0	0	0	0
Corridors	0	0	0	0

Appendix 2 Disability Equality Working Party

Lister School Student Interviews

A total of 54 students were interviewed over a 2 week period in June/July 2008 by Chris Price (SEN Link Governor), Jill Kirk (Head of Deaf Support) and Jo Tupman (Head of Learning Support). A wide range of students were selected for interview (please see below for a more detailed breakdown). It was felt that in order to collect a genuine cross section of student views, students with and without a defined disability should be selected for interview so that their comments could be compared.

Breakdown by Year Group:

Year Group	Number of Students
7	18
8	14
9	14
10	9
Total number of students	54

Breakdown of students' disability:

Profoundly Deaf	9
Hearing Impairment	4
Physical Disability	3
Visual Impairment	1
Dyslexia	10
ADHD	2
Autism	2
Total number of students with a disability interviewed	31

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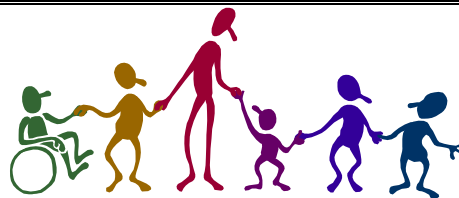
<u>Interview Results</u>

Students were be asked to score each question out of 5-

(1 being very low and 5 being the best)

1) How easy/difficult do you find **moving around school**:

a) at **breaktime** when you are in the playground/social spaces?

1(7=13%)   2(10=18.5%)   3 (18=33%) 4 (13=24%) 5(6=11%)

All students with a disability scored 3 or below

All scores of 4 or 5 came from students without a disability

Comments…….There is a good choice of quiet spaces e.g. library, Chess Club, Games Club….

The main playground gets too rough…..

The main playground is where a lot of bullying goes on……

Lunchtimes are better than breaktimes as there are proper clubs running then…..

Some students get money off students at lunchtime and threaten them if they say they're going to tell their tutor/Head of Year…

I like break time. I use the big playground. I play football…..

Everywhere gets too crowded and I don't feel safe…..

There are too many fights at break and lunchtimes….

There isn't enough space for everyone to feel safe…..

I like the fact you can go to ICT club at lunchtime-I can have time to myself…

It is difficult if the football hits my head. Sometimes, I try to get away from the footballs and fall over…….

Some people get bullied at lunchtime especially-these people need extra help like playground buddies….

More supervision is needed at lunchtime around the Annex and in main playground

1) How easy/difficult do you find **moving around school:**

Students were be asked to score each question out of 5

(1 being very low and 5 being the best)

b) during **lesson changeover?**

1(16=30%)   2(20=37%)   3(7=13%)   4 (5=9%)   5(2=4%)

67% of student sample rated lesson changeover as bad or very bad

There was no difference in the scoring from students with/without a disability.

Comments…………….I find it hard to get to lessons on time as I often get pushed around…..

Lesson changeover is the worst time of the day at Lister….people get bullied and feel scared……

I get tired on the stairs…..hard to breathe for me…….

I'm worried about next year when the new build starts- I will feel even more unsafe……

It's better than my old school but it's still manic!

School is far too crowded during these times……

Too many people from Humanities in the corridor, do not like it…..

I just run really quickly to lessons so I'm not late….

Stairs are a real problem at Lister, people can get easily trapped….

The crowds always make me late and then I get into trouble…..

Stairs get far too packed-it's not safe…..

I get confused about my timetable and what my next lesson is…..

I have a special permission card to allow me to leave all my lessons 5 minutes early so I can get to my next lesson on time but some of my teachers still don't allow me to do this…It makes me feel that the teachers don't care about me!!! When I have to wait until the bell goes I feel unsafe because I quickly lose my balance….

It takes me a long time to get to class because everywhere is so crowded…

I think the stairs are really dangerous as it gets too busy and the Year 7s get really scared…..

I never feel safe during lesson changeover at Lister……………..

We need more staff to be on duty during lesson changeover to stop the bullying and pushing!

I'm worried about safety when all the building work starts…

c) at lunchtime when you are in the **dining room**?

1(12=22%)   2 (19=35%)   3(16= 30%)   4 (4=7%) 5(3=6%)

13% of student sample rated the dining hall as good or better

There was no difference in the scoring from students with/without a disability.

Comments…………………………….Eating in the dining room is far too rushed and cramped….

Year 7 should go first all year…..

Dining hall is far too crowded-I now bring a packed lunch and don't go in the dining room anymore…….

Lots of people always push in the dining hall….Queues are always really bad…….

I find it a good place to have a quick sandwich before going to a club, it's not a place to spend a long time……It's a very crowded and hectic part of the school, lots of people don't go near it anymore……

It would be nicer if staff in the dining hall were more respectful to students-they shout at us for no reason which makes people feel bad………

I find it too noisy to eat in the dining hall but I'm not allowed to eat my lunch outside……

The queuing system at lunchtime doesn't work because the bullies still push in…

There's more and more food fights in the dining hall than a few years ago, more teachers should be in there to look after us……I find it difficult to get a hot meal because I can only hold a tray with 2 hands……There are too many fights in a small space…………I have to wait a long time…..students should eat, then go out of the dining hall, but they don't….It's really difficult……eat, finish, run, people pushing, late….awful…..Tables and space is too small………….

I like lunchtimes because I get to catch up with my friends and I like the food…….

2) How do you rate that your **lessons** meet your needs?

Students were be asked to score each question out of 5

(1 being very low and 5 being the best)

1(3=6%)   2(3=6%)   3(8=15%)   4 (22=41%)   5(19=35%)

76% of student sample rated provision in lessons as good or very good

12% or student sample rated provision in lessons as bad or very bad

All students with a disability scored 3 or above.

Additional question:

Give an example of really good/bad and how it affects your learning?

Watching a film version, subtitles and signing, and working on examples.

Don't like ICT. I get lots of information from the teacher, but it all goes over my head….

He (my teacher) gives me the information in short form so it is easy for me to understand…

Having the same support really helps me, rather than lots of different people during the day…..

When the instructions are explained again but in a way that's easier for me to understand…..

It's good when the teacher answers my specific questions….

I don't learn anything when all we do is copy from the board…..

It helps when the teacher spends a bit of time just with me…

I like it when the teacher sits with me and helps with my personal problem in the lesson…..

It helps when my LSA prepares me for new topic before the real lesson….

It helps when long, written instructions are read to me during practical lessons…

General Comments:

Cover lessons are always problem lessons…..Science is too difficult for me….the work goes over my head…..Would like the opportunity to work more independently…..Cover teachers never listen to the students, they think we're all bad…Having some time away from whole class lessons is good……

Teachers need to explain things in more detail……

3) How would you rate being with your **friends**?

Students were be asked to score each question out of 5

(1 being very low and 5 being the best)

1(3=6%)   2(1=2%)   3(5=9%)   4(8=15%)   5(37=67%)

67% of student sample rated their friendships as being very important

Students who scored between 1 and 3 all had a disability.

Additional question:

Explain what your friends do or say that helps you or gives you problems?

With my friends we laugh and have a good time, we are happy….

My hearing friends help me learn how to dance…..

They help me by telling me what I've missed in my lessons as I'm on a reduced timetable…it helps me still feel part of my tutor group.

I find it hard to keep my friends as everyone falls out quickly…

My friends remind me of what the teacher has told me to do…..

My friends often tell the teachers about my condition so the teacher doesn't think I'm lying to get out of lessons early…

My friends stick up for me when I'm picked on…..it makes me feel safer in school…..

My friends help me when I get angry………

 I don't have any proper friends which means I get bullied……..

My friends help me but they also distract me in lessons….

My friends help me in lessons when I get stuck…..

My friends help me solve problems but they are also the cause of lots of my problems too…..

My friend helps me because he's calmer than me and this helps me stay calm….

APPENDIX3 Barriers and solutions indentified in the 11 workshops

Newham 1 Barriers and Gaps	Solutions
School	School
I don't like the soft playroom	If the floor was harder then I would not fall
I don't like the climbing frame	I can try climbing up the ladder I can try walking along the bar
The teachers don't tell you what to do if you miss a lesson.	Get the teacher's to explain the work more clearly
I think the mentoring doesn't work because most of the time the boys don't care about anything and are probably scared that they are going to get bullied if they change their attitude.	Let the boys and girls work with each other in subjects so they get to know each other
Old Building – damp	
Too much noise - I don't like it when other students are too noisy	
Things get overwhelming moving to a day centre	
Not being able to wonder around	
Not enough of certain lessons - drama, horse riding, rowing, cooking and music	
More hydro	
The way the school treats me differently to other people	
Having teachers that don't explain the work	Make sure the work is clear and understandable
The work not being clear	
Not to going to RE when I want to	
I don't like subject time because I have to do work	
	If the teacher is mean then they should say sorry
	Tell teacher to talk to bullies Hold assemblies about bullying
People distracting other people	
People who don't understand the work	
People who don't have any support	Help children become more protected
People (especially boys) call me names and I can't speak English.	I can kick people out of school and don't treat them with respect and shout at them for being mean to us. Maybe have physical activities where the boys can be the victim and the girls can be the bully - so they would know how it feels to get bullied

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Newham 2 Barriers	Solutions
When I wear my traditional clothes they start to insult me and get rude to me	
Some of the boys keep being racist and call me names	Have a group where boys and girls can get to know each other so they would stop calling people names and would also stop getting rude to each other
Not listening to each other	
Some of them are good and some of them are bad	
People who don't respect me	
The way people treat me	
People hurting others feelings	Say sorry
People being picked on People being bullied	Let the bullies explain why they are doing what they are doing Call in parents if child is being bullied
Having no friends	

Wallsall Disabled Youth Forum Barriers and Gaps	Solutions
School	**School**
Go on school trips but the school won't let me.	More money for school trips and support for extra assistance on school trips
Not ignore the teacher	Tell a teacher or mentor about your problem
Because we have physical difficulties we get labelled special needs and are pushed into lower ability groups	Awareness of disabilities in school
Do not like pushing	
Teaching not taking action on bullying.	Bullying - send them to the head teacher - make teachers aware
PE not accessible	Make PE accessible, New sports day
Not having support to go swimming	More support to go on school trips
Staff thinking that children who can't speak, can't understand.	Having a session for disabled pupils Instead of PHSE make students, staff more aware of disability awareness and disabled people's needs.
Mainstream school is too complicated	
Too noisy	New classes
Too busy	New lessons
Areas that are wheelchair accessible	Flat pavements Lots of lifts
	Carpets so I don't hurt myself when I fall
	Play more games
	Give people somewhere to go at break time or lunchtime
Other people:	**Other people:**
Bullying - people call me deaf.	Make people deaf aware Make deaf people have their say
I don't like it when people talk behind my back	Talk to other children
I think its difficult for able bodied people to realise we are all equal and the same, and to see past my wheelchair. People are ignorant until they get used to you.	When people get to know you as a person, you can explain to them about how your disability does affect who you are - my wheelchair is part of my body, it is my legs.

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Wallasall Youth Forum 2 Barriers	Solutions
Not wanting to stand out from each other - so not having laptop/communication assistance	Social awareness
Not letting people try	
People making fun of me	Talk about disability - just because people are disabled does not mean they are not human.
Don't want to sit next to me	
Racist bullying	
	Get away from problem
	Support with friendships
	No more fighting
Worrying about health and safety	Make new rules in mainstream schools

Linden's Primary Barriers and Gaps	Solutions
School	School
The climbing frame	Hoist me up (in relation to the climbing frame?)
The steps to the field	A big ramp
Doors don't stay open	Electric doors
Space and Access in toilets (away from friends)	Make a bigger toilet
Play structure difficult to get on	Ramp on the play structure More money for building of ramps
Coach trips are segregated (but you can take one friend)	Get a big bus so everyone can travel together
Age discrimination	
Traffic	
Bumping into the wall	
At space centre - some rides cannot get on them	
Swimming	
	No teachers outside so we can go over the wall
	Have a friend at lunch time that we can choose
	Tell teachers if someone bullies

Shepherd Special School

Barriers and Gaps	Solutions
School	School
Working on the computer	Books and reading
When work is hard	
Changes	Helping tidy the classroom
	I like helping staff
Other people:	Other people:
When people are cross	
When people are unkind	Helping people
Bullying	Having friends

Fairham School

Barriers and Gaps	Solutions
School	School
Transition into new school.	Trial lessons.
Messing around in lessons	Make lessons more interesting
Shouting out in class.	
Noise disruptive	
.	More computers
	Making films
	More interactive white boards.
	Lessons draw on components from history.
Other people	**Other people:**
Bullying	Restorative Justice.
	Peer mediators at sister school - better to go to another pupil.

Bambourgh Special School

Barriers and Gaps	Solutions
School	**School**
They don't let you play games.	
More stuff to play with at break times.	
Won't let you go to camp (school trip).	Train staff in special schools in the social model, so that they are not so scared of disab led people taking risks like everybody else.
Promises not kept.	
White boards linked to laptop for five years.	
Equipment for exams never work.	Buy equipment such as another all terrain wheelchair.
Disruptive if in room with other students who d on't need extra time.	
Insensitive teachers - cover teachers, can't see board, can't hear you or see you.	The teachers must always stand in front of class when talking Allow students to sit at front of class so they can hear and listen to the teacher
Teachers don't know how to do things.	More training to understand disabled people and what they need.
The way things are explained by teachers - limits understanding.	Talk to whole school community about the importance of communication.
Not having e nough support to keep me talking and to keep me out of trouble. Being wrapped in cotton wool - I want to do more with my friends without being watched.	To have more one to one support for pupils, so there would be fewer problems
Teachers picking at the way you speak - does not make you want to speak.	Have signing clubs.
Teachers and teaching staff are overprotective and think we are stupid.	Views need to be taken seriously
People walking in corridors.	

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- I have better things to do with my life.	
Not an outsider - year 7 people think of you as a joke.	
Work is hard get help with it.	
	Put holes in floors so that students can find their way back.
Other People:	**Other People:**
Physical contact.	Try not to be over protective. Give you mo re space, ignore over protective parents and enjoy life, live it, have mates and live outside of four walls.
Year seven bullying.	Give you more space, ignore over protective parents and enjoy life, live it, have mates and live outside of four walls .
Deaf is so hard when people speak to a deaf child with no sign language and just use lip movements.	Children need to learn or improve on signing so that deaf people can understand what they say.
Hard to explain to people what being deaf is like.	Tell an adult what you want/need
When other people are being silly.	Pretend your the head teacher and tell people to shut up.
When people talk behind your back and you know they are.	
Personalities are far to mixed as a lot of people can't get out and about so they sit on computer or games consoles, and that's all they talk about. I prefer sports and being active so I have nothing in common with them.	
People don't think you are capable.	
When other people are chatting while I'm trying to work	Put sello -tape over people's mouths

	Ask mum to arrange an annual review at the school to discuss going to comprehensive school.
People talking when teacher is as well.	
Rules:	**Rules:**
Health and safety rules	

Calderdal Disabled Youth Forum Barriers and Gaps	Solutions
School Building/ Facilities:	**School Building/ Facilities:**
No support for transition from one educational environment to another such as a new college and nobody knows you or your needs and it takes ages to just get the right	It is not the job of the support worker to totally prepare the college for a disabled student; teachers should meet disabled students well before they start.
Doors are too heavy	Make doors automatic.
Not as many opportunities	
Doing stuff that is too difficult.	
Not allowed to play football though I'm good.	
Unequal opportunities	Supports equipment must be identified and provided before term starts.
Missed lessons because lift broke down.	
Key skill papers were on the wrong size and the exam board wouldn't change it.	Trail lessons will help teachers prepare to adapt the curriculum.
Other People:	**Other People:**
Bullying and prejudice.	Tell a teacher you trust or a friend to try to stop bullying. Stop name calling. Go tell tutor about bullies.
Best friend dying at 17 - no understanding	Better if people would act like normal and good if got a girlfriend.
Other people.	Make other people more aware of disabled people
Bullying once a fortnight.	Teachers should be strict with bullies.
Getting blamed for all the trouble!	
Teachers wind me up.	Teachers should know more about ADHD.

Calderdale Youth Forum 2 Barriers	Solutions
Being left out.	Teachers should make everyone include you
Teachers helping the bullies.	
Rules:	**Rules:**
Can't wear what you want.	Change the schools rules.
Not being allowed on school trips as too risky!!	Reconsider health and safety and adjust for individual needs.

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Kingsford Barriers and Gaps	Solutions
School Building/ Facilities:	**School Building/ Facilities:**
Lift not working.	Increase the amount of lifts.
Doors are too heavy. Signs are printed too small and are too high up for people in wheelchairs.	Make the door lighter or have automatic doors.
The corridors are too small and get too crowded.	Have bigger classrooms and increase the amount of classrooms. More science specialist classes.
	Have a canteen outside for when it is summer
	Increase the amount of staircases.
Other people's behaviour:	**Other People's behaviour:**
Too much noise in class.	Have fewer students in each class.
People bullying each other.	Be friendly and be happy with each other. Help each other, respect each other, and listen to each other. Follow the rules.
Other people being rude.	The teacher should give out warnings
Other people punching and hitting each other. Other people ripping up your work.	Be understanding with each other.
Other people fighting.	Make rude people less sad, then they won't be mean and won't fight as much.

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Bristol Academy Barriers and Gaps	Solutions
School	School
Doors are too heavy	Automatic door
Difficult to travel around school in a wheelchair because there is no-one to push and my arms start to hurt	
Text books are difficult to read	Recorded books Easy to read but interesting textbooks
Not swapping heavy device around	
Books not interesting	Get the library some good stories that are easy to read
Books are too young for dyslexic readers at higher age range	More talking books
The ramps - when I am in my manual wheelchair I find it hard to go up them	
Broken lifts	
Not being able to move around the classroom	
Not always having a LSA in lesson	More LSA's
Kitchen serving area is too high - I get my own dinner and can't read the menu as it is to high up	Kitchen area should have appropriate height serving tables - so I can get my own dinner or more dinner ladies to help me
Teachers don't let the students speak	Speaking to the head teacher and make the teachers shut up
Teachers are annoying and their breathe stinks	
Other people:	**Other people:**
Bullying - but teachers do not believe me	Help the bullies to help someone else. Reform the Anti Bullying meetings - they help us take a stand and fight for what's right
Friends because they interrupt	Have to ignore people when they are messing about
Friends because they talk to me and get me in trouble	Move away from my friend in lesson and go to talk after lesson

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Angmering 1 Barriers and Gaps	Solutions
School	School
You get some teachers who will treat us like retarded spasticated lemons!	
LSA's sometimes smother me when I'm in class.	LSA's give us more space
LSA's think I can do less than I can and restrict me from doing certain things.	Need better communication between LSA's
Sometimes I get told things/events are on but never get told anymore information!	Teachers to be told more information about activities, trips.
The Hydro is not on one day when the before they said it was and then I get into trouble with my PE teacher for bringing in my PE kit.	If hydro is off they should know the day before
Can't join in on school trips abroad because I need an LSA and money to pay for the oxygen transportation that I need	Try and find a way for me to go on trips with the others
Uniform restriction - I can't express my style and individuality.	No matter what their style we should be allowed to express it in our own way.
Outwards opening doors - I cannot pull doors open.	Make doors in the school double way doors so they can be pulled or pushed in either direction.
Doors which don't open automatically.	More automatic doors for other wheelchair users.
My maths teacher doesn't explain things properly	Change my maths teacher
Not enough Cameras (CCTV).	Get more cameras (CCTV) including at the gates
Litter and graffiti.	More recycling area.
Some LSA's get in the way of you learning	
Rubbish topics in lessons.	They should ask you what you want to learn Make lesson more fun and better
When teachers are from different countries they cannot speak English properly and you cannot hear them	Make no Swedish teachers work in this school.
Teachers - One teacher for instance could be getting people to get their work when called once called my name twice, expecting me to get it.	House a meeting with certain teachers to explain disability and the effects on students
Behavioural children should be given their own space, as I don't want then coming in angry to our safe area, so the risk of wheelchair and vulnerable students being hurt is less.	More strict teachers should be with naughty kids. Stop misbehaving children form being in lessons Keep departments apart (Behavioural v Disabled) , giving them a room where they can vent their anger, punch bags or something to calm them down, so the disabled can keep on where they learn without being disturbed

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Angmering 2 Barrier	Solution
Listening to teachers go on and on	
	Enforce school rules
	Nicer teachers
	Punishment/ Reward scheme
Lack of support	LSA need to say how they feel about their job instead of keeping it to themselves
Other People:	**Other People:**
For us girls and being in a chair boys judge us before getting to know us so they are not interested.	If lads had the confidence and to not be freaked out to talk to us then they can get to know us and see how we are no different to any other kid. The only difference is, is that we are in wheelchairs.
People mock/ bully/ make fun of people in the LNC (disabled people)	People should be told they need to respect LNC people more
Immature behaviour from other children misbehaving - throwing paper planes or talking	Naughty kids might do better in small groups
Other students muck about with our chairs!	
Too many bullies	
People see the chair and me as a person	
Sometimes when all my friends and other people I don't know are talking all at once I have no idea what's going on because I can't hear.	
Un helpful students	
Snobby attitudes off people who should care.	
Unappreciative people helping.	
Bad people.	
People destroying things	
People stabbing me in the back	
People telling me what to do.	
People disregarding my concerns	
	Get rid of 'Chav's'
	Allow people to socialise whenever they want

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Davigdor Infants

Barriers and Gaps	Solutions
School	School
Clear glass in doors might make it difficult for someone who is visually impaired	Coloured glass
More shelving may be needed	
Signs around the school too small	May need to be bigger or lit up or in Braille
Edges of wall and corners might be difficult for someone who is visually impaired to spot	Coloured edges on the walls might overcome this barrier
Some of the clocks are too small and difficult to see	Speaking clocks/ Larger clocks/ alarm clocks might overcome this barrier
Some people might have difficulty opening doors	Electric doors, wider doors
Stairs might be dangerous	Bumpy surfaces near stairs, slope for people with wheelchairs or crutches
	Slope for the pirate ship so pupils and adults in wheelchairs/crutches can get on it
Obstacles in the hallway might be a barrier	

Appendix 4 Tool for the Scoring of School Disability Equality Schemes

Checklist Questions
School Name
DES creation date
DES review date
Checklist Questions
Q1: Is it part of a School Access Scheme?
Q1 (i) Or does it stand alone?
Q2: Are there principles from the school in the scheme?
Q3: Does the scheme mention the six areas?
Q4: Promote equality of opportunity between disabled and non-disabled people?
Q5: Eliminate discrimination that is unlawful under the Disability Discrimination Act?
Q6: Eliminate harassment of disabled persons that is related to their impairments?
Q7: Promote positive attitudes towards disabled people?
Q8: Encourage participation by disabled people in public life?
Q9: Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people?
Q10: Does the scheme mention the social model?
Q11: Is there evidence of understanding what this means?
Q12: Who do they intend to consult?
a) staff
b) pupils
c) disabled parents
d) Other parents of disabled children
e) Ex-pupils
f) Community
Q13: How do they intend to consult?
Q14: Have they actually consulted?
Q15: Who have they consulted?
a) staff
b) pupils
c) disabled parents
d) Other parents of disabled children
e) Ex-pupils
f) Community
Q16: Have the carried out an impact assesment?
Q17: Do they intend to carry out an impact assessment?
Q18: Have they gathered any acheivement data?
Q19: Have they gathered any bullying data?
Q20: Have they gathered any staff data?
Q21: Have they gathered any exclusion data?
Q22: Have they gathered any data on school trips?

Q23: Is there an intention to raise disability in the school curriculum?
Q24: How do they plan to raise disability in the curriculum?
Q25: Are disabled children on the school Council?
Q26: Is there a conscious effort evident for promoting disabled people?
a) In assemblies
b) In class work
c) In school publicity
Q27: Is the school anti-bullying strategy mentioned?
Q28: Are measures to increase employment of disabled staff mentioned?
Q29: Does DES have an action plan?
Q30: Does action plan have targets?
Q31: Does the action plan have a timetable?
Q32: Does the action plan identify someone to carry out the targets?
Q33: How many action points are there in the action plan?
Q34: Is there evidence of Governor involvement?
Q35: How have the Governors been involved?
comments:

Appendix 5 Name and location of school's whose Disability Equality Schemes were evaluated.

Primary Name	Local Authority
All Saints C of E Primary	Suffolk
Brompton Cof E Primary	Suffolk
Bealvale Primary	Oldham
Bedworth Heath Nursery School	Coventry
Birdlip Primary	Gloucestershire
Bishop Thornton C of E Primary	North Yorkshire
Bourton on the Water Primary	Gloucestershire
Cardinal Newman Catholic Primary	Nottinghamshire
Chuter Ede Primary	Nottinghamshire
Clarice Cliff Primary	Stoke on Trent
Cottage Park Infants	Portsmouth
Davigdor Infants	Brighton & Hove
Dorothy Goodman School	Leicestershire
Eastfield Nursery School	Isle of Wight
Ernehale Infant & Junior School	Nottinghamshire
Emscote Infants School	Warwickshire
Etruscan Primary	Stoke on Trent
Four Lanes Infants	Hampshire
Friezland Primary	Oldham
Grasmere Primary	Hackney
Great Linford Combined School	Milton Keynes
Greenway School Foundation Junior Sch.	West Sussex
Haslingdon Primary	Lancashire
Hutton Primary	East Riding Yorkshire
Kentish Town Cof E Primary	Camden
Linden's Primary	Walsall
Lingfield Notre Dame School	Surrey
Meadowdale Primary	Leicestershire
Paisley Primary	Hull
Queens Cof E Primary	Richmond
Rainvilles Junior School	Hampshire
St Alban's Catholic Primary	Derby
St. Catherine's C of E Primary	Essex
St Marks VA Primary	North Somerset
St. Marys C of E Primary	Surrey
St. Nicholas C of E Primary	Hounslow
St. Peters C of E Primary	Leeds
St Thomas Catholic Primary	Leicestershire
Scargill Junior School	Havering
Shirley Warren Primary	Southampton
Sherringham Junior School	Newham
Stamford Bridge Primary	East Riding Yorkshire
Ventor Middle School	Isle of Wight
Wareham Middle school	Dorset
Westfield Primary	Surrey
West Pennard C of E Primary	Somerset

Whitegrove Primary	Bracknell Forest
Wold Newton Foundation Sch.	East Riding Yorkshire
Woodland Grange Primary	Leicestershire

Secondary

Name	Local Authority
Angmering Secondary	West Sussex
Bethnal Green Technology College	Tower Hamlets
Central Foundation Girls	Tower Hamlets
Dormston School	Dudley
Comberton Village College	Cambridgeshire
George Green's School	Tower Hamlets
Hinchingbrooke School	Cambridgeshire
The King Edward VI School	Northumberland
King's Wood School	Essex
Menzies High School	Sandwell
Northgate High School	Suffolk
Oaklands School	Tower Hamlets
Olney Middle School	Milton Keynes
Ossett School	Wakefield
Philip Morant School	Essex
Raines Foundation School	Tower Hamlets
Raynes Park High School	Merton
Rawlett Sports Community College	Staffordshire
Sarah Bonnell Girls School	Newham
Silverdale Community School	Sheffield
Stepney Green Maths & Computing College	Tower Hamlets
Stoke Park Community School	Coventry
St Paul's Way Community School	Tower Hamlets
South Wiltshire Grammar School	Wiltshire
St James Catholic High School	Barnet
Wanstead High School	Redbridge
Willingdon Community School	East Sussex

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

1. **Davigdor Infant School, Brighton and Hove, Disability Equality Scheme 2007 – 2010**

Introduction

Davigdor Infant School is committed to promoting disability equality according to the Disability Equality Duty. We welcome the responsibilities set out by the Disability Discrimination Act 2005 (DDA) to have due regard to the need to:

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

We view these as a further positive step towards achieving equality for disabled pupils and staff, and all those receiving services from the school, across all areas of school life.

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. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

The Disability Equality Scheme (DES) and related action plan will build upon the school's planning for achieving the five outcomes within Every Child Matters; and, will support and inform the following equalities policies and practices:

- ➢ Equal Opportunities
- ➢ Race Equality
- ➢ Special Educational Needs and Inclusion
- ➢ Learning and Teaching
- ➢ Behaviour and Relationships

The school's Accessibility Plan will be cross referenced with the DES Action Plan to ensure that both are mutually supportive.

Our Vision

We strive to provide a broad, rich curriculum and caring ethos that will nurture and develop highly motivated creative and flexible learners and thinkers who have high aspirations for themselves. They will be responsible, confident, physically and emotionally healthy individuals who seek to understand and support the needs of others in order to make a positive contribution to their community and society.

Including all learners:

At Davigdor we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life. We will ensure that everything we do seeks to remove any barriers that prevent anyone from being fully involved. We actively encourage and support everyone to develop the confidence to engage and 'have a go', a 'can do' attitude, even in areas in which they lack confidence. In this way, everyone is nurtured towards reaching their full potential in all of the educational and social opportunities Davigdor provides. We will do this in collaboration with the child and his/her family, drawing upon the support of other partners within Brighton and Hove's children's and young people's trust. The practicalities underpinning this commitment will be reflected in all our policies.

Social Model of Disability

This school uses the 'social model' of disability as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the DDA, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

Mobility

Manual dexterity

Physical co-ordination

Continence

Ability to lift, carry or otherwise move everyday objects

Speech, hearing or eyesight

Memory or ability to concentrate, learn or understand

Perception of the risk of physical danger

The DDA 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 affect on his/her ability to carry out normal day-to-day activities.

Participation

At Davigdor, we believe that disabled children and adults are uniquely placed to support the school in identifying and removing barriers they face and in taking proactive steps to promote disability equality across the school. Therefore we recognise the importance of their participation in the development and implementation or our Disability Equality Scheme.

We intend to consult with disabled children and adults in the following ways:

Pupils

A group of pupils including those with disabilities will be established. This group will be supported by a Teacher to help identify possible and actual barriers faced by themselves or others with a range of impairments. They will have opportunities to share their views and contribute to finding solutions. The group will have opportunities to meet in an informal setting to encourage them to speak freely and will also be invited to speak in confidence.

Staff

A working group has been created to develop the DES action plan, including: The Headteacher, the SENCO, a parent of a disabled child, a parent with a disability, a Teaching Assistant, a Teacher and the SEN Governor. This group will also regularly review the effectiveness of the scheme in delivering equality across the school and will prepare the annual report to the Governing Body.

Staff will participate in Disability Equality training through meetings (open to *all* staff) and INSET days. We will ask staff to identify any barriers faced by them personally, and how these might be overcome (with the opportunity to do so confidentially).

All staff will contribute to identifying barriers faced by adults and children with disabilities at the school. They will continue to build upon the existing good practice of making reasonable adjustments to promote disability equality.

Parents

We will survey all parents and carers to identify any barriers faced by themselves or their children and how we can improve the way we meet their needs.

Members of the community who use our facilities

We will give a questionnaire to all groups which use our facilities asking them to identify any barriers and suggest reasonable adjustments.

Issues identified by all parties will inform future action plans and further develop the Scheme. All parties who contributed to identifying barriers from direct experience will be asked to help the school in monitoring and evaluating its success in making reasonable adjustments.

Gathering Information

We are committed to improving mechanisms for gathering and utilising information in response to the broadened definition of disability described in the DDA 2005.

We recognise that our policies and practices may impact on disabled people and in particular on the recruitment, development and retention of disabled employees; and on the educational opportunities available to, and the achievements of, disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

The DES action plan will include provision for an audit of the following areas in relation to disability equality:

- Pupil achievement;
- Learning opportunities;
- Admissions, transitions and exclusions;
- Social relationships;
- Employing, promoting and training disabled staff.

Using Information

The school believes that the process of gathering information must be linked to rigorous analysis and review. The information the school develops on disability within its population will be used to show progress against the DES and to inform revisions to the existing Action Plan.

Impact Assessments

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan. We envisage that the process of information gathering will highlight policies that urgently require review or revision.

Action Plan

Our Disability Equality Action Plan is a 'live' document, setting out the core actions the school is planning over the next three years to enable it to meet the Disability Equality Duty. New information will be fed into the existing scheme as appropriate.

Our first year priorities are to collect evidence about disability equality at Davigdor, identify barriers and areas for development to improve the opportunities of those with a disability.

Each target outlined in the action plan will be linked to:

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- The six strands of the Disability Discrimination Act with which schools must have due regard for (Bullet points in Introduction section of the scheme).
- The school's Accessibility Plan, which will be maintained as a separate document
- The following eight functions of school life:

  - ✓ Policy, Leadership and Management
  - ✓ Curriculum, Teaching and Assessment
  - ✓ Admissions, Attendance, Discipline and Exclusion
  - ✓ Pupils – Personal Development, Attainment and Progress
  - ✓ Attitudes and Environment
  - ✓ Parents, Governors and Community Partnership, including Extended Services
  - ✓ Staffing – Recruitment, Training and Professional Development
  - ✓ Pupil Voice and Participation

Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- Information we have gathered during the year
- How this information was used
- Action points completed during the year and those that are ongoing
- How we have performed against the targets set out in the action plan

We will ensure that disabled people are involved in this process.

The Disability Equality Scheme will be reviewed and revised after a three year period and a new action plan will be produced.

Report date: December 2008

Review date: December 2010

Headteacher……………………………………………….

SENCO………………………………………………………….

Governor Responsible……………………………………

Davigdor Infant School - Disability Equality Scheme Action Plan 2007 – 2010

2007/08

Action	Intended Outcome	Lead	Time-scale	DED Reference	School Function	Link to Access-ibility Plan
Establish a working group to develop the Action Plan	A steering group including HT, SENCO, governor, Teacher, parents (with experience of disability issues) and support staff in place to lead and review the DES	GC	Nov 07	Encourage Participation	Policy, Leadership and Management / Parents, Governors and comm. Partnership	
Review data in school on disability of children; review data gathering systems Seek advice from LEA	Establish data profile in response to new definition of disability; plan additional data gathering measures to inform achievement monitoring. Audit provision for disability equality in relation to pupil achievement, learning opportunities, social relationships, and admissions, transitions and exclusions	GC and LE	Start Jan 08	Promote equality of opportunity between disabled people and other people	Pupils – Personal Development, Attainment and Progress	DDA priority A
Work with Local Authority to establish disability population of school staff	Establish the diversity of workforce; analyse and identify areas for improvement	GC	Start Jan 08	Promote equality of opportunity between disabled people and other people	Staffing – recruitment, retention and professional development	

Establish an inclusive group of children Make links with Somerhill Junior School	An inclusive group of pupils to be given opportunities to discuss issues and identify barriers in relation to learning opportunities and social relationships; and raise awareness of physical access on sites.	VH and RC and Liz P	Nov 07	Encourage participation by disabled persons in public life	Pupil Voice and Participation	DDA priority A
Put into place consultation mechanisms to improve participation of disabled parents, parents of disabled pupils and members of the community	Information is gathered from a wider source through questionnaires and/or interviews. Barriers identified and ideas shared for ways to overcome them.	GC and Liz P	Start Jan 08	Encourage participation by disabled persons in public life	Parents, Governors and community partnership	
Establish process of impact assessments for new policies	Each new policy to be impact assessed and signed off for disability equality: Mathematics Policy English Policy PE Policy RE Policy ICT Policy Foundation Stage Policy	MG JB MC LP VL	Dec 07 Dec 07 April 08 April 08 July 08	Eliminate unlawful discrimination; take steps to meet disabled people's needs	Policy, Leadership and Management	DDA priority A and C

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	Science Policy	LP	July 08			
		MC	July 08			
Brief Governing Body on DED/DES; 'launch' DES across school, including to parents/carers	Awareness of school's position and activity is high	GC and HE		Promote positive attitudes to disabled people	Parents, Governors and community partnership	

2008/09

Action	Intended Outcome	Lead	Time-scale	DED Reference	School Function	Link to Access-ibility Plan
Deliver training to staff and governors on the new duty	All staff and governors attend INSET training day. All staff and governors understand the duty to promote disability equality	HE, LE and LizP	Sept 08	Promote positive attitudes towards disabled people	Staffing – Training and Professional Development	
Carry out Impact assessments for new policies	Each new policy to be impact assessed and signed off for disability equality: Pay Policy 2008 Behaviour and Relationships Learning and Teaching Policy Policy for Art Geography Policy Music Policy PHSE Policy Gifted and Talented	 GC GC JB AH HD Emma VH AH	 Sept 08 Oct 08 Dec 08 Dec 08 Dec 08 April 09 April 09 July 09	Eliminate unlawful discrimination; take steps to meet disabled people's needs	Policy, Leadership and Management	DDA priority A and C
Report on progress of DES	Report presented to full Governing Body including details of information gathered	HE and GC	Dec 08	Promote positive attitudes to	Parents, Governors and Community	

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	and action points completed during the first year. Report to be put onto school website.			disabled people	Partnership	
Using the newly established data profile, review achievement data by disabled cohort	Results of review inform school improvement planning or policy review – establish as an annual process	LE and GC	Start Jan 09	Promote equality of opportunity between disabled people and other people	Pupils – Personal Development, Attainment and Progress	DDA priority A and C
Assess employment barriers faced by disabled people. Support people with disabilities applying for posts at Davigdor	Look at possible barriers highlighted by DEE group; seek advice and information from disability organisations. School to be better equipped to support the recruitment of disabled people	GC	Jan 09	Promote equality of opportunity between disabled people and other people	Staffing – recruitment, retention and professional development	
Put in place reasonable adjustments and solutions to barriers highlighted by audit	Respond to information gathered from staff, parents, children and members of the community to improve disability equality	All Disability equality working group	Nov 08	Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other persons	Admissions / Attitudes / Parents and Community Partnership / Staffing / and Pupil Voice	DDA priority A, B and C

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Further develop resources available in school which promote positive images of people with disabilities	Continue to invite disabled members of the community to help in classrooms. Buy in stories, posters, DVDs etc from DEE Publications and Resources Catalogue	LE and VH	Sept 08	Promote positive attitudes towards disabled people	Attitudes and environment	
Further develop disabled people's access to information	Provide Policy documents, School Prospectus and other school publications in alternative formats (e.g. large print, symbols, pictures, alternative languages)	GC and LizP		Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other persons	Admissions / and Parents, Governors and Community Partnership	DDA Priority C
Improve communication with parents with English as an Additional Language	Seek advice from SEAL and other agencies to improve communication with parents (admissions process and parent/school liaison)	LE		Promote equality of opportunity	Parents, Governors and Community Partnership, including Extended Services	DDA Priority C

2009/2010

Action	Intended Outcome	Lead	Time-scale	DED Reference	School Function	Access-ibility Plan
Evaluate improvements made in response to audit of disability equality	Disabled adults and children who contributed to identifying barriers and to be consulted when assessing effectiveness of adjustments and solutions put in place			Encourage participation by disabled persons in public life	Pupil Voice and participation / Parents, Governors and Community Partnership, including Extended Services	DDA priority A, B and C
Review achievement data by disabled cohort	Results of review inform school improvement planning or policy review	LE and GC		Promote equality of opportunity between disabled people and other people	Pupils – Personal Development, Attainment and Progress	DDA priority A and C
Carry out Impact assessments for new policies	Each new policy to be impact assessed and signed off for disability equality: History Policy DT Policy	HD AH	Dec 09 Dec 09	Eliminate unlawful discrimination; take steps to meet disabled people's needs	Policy, Leadership and Management	DDA priority A and C
Report on progress of DES	Report presented to full Governing Body including details of information gathered and action points completed during the second year. Report	HE and GC	Dec 09	Promote positive attitudes to disabled people	Parents, Governors and Community Partnership	

	to be put onto school website.					
Undertake a full review of the three-year scheme. Publish results	This review directs the development of the next scheme	HE and GC	Oct 2010	Promote positive attitudes to disabled people	Parents, Governors and Community Partnership	

- **Abbreviations:**

• GC	• Ged Cotton – Headteacher	
• LE	• Leane Edmonds – SENCO	
• VH	• Victoria Heath – Teacher	
• RC	• Rachael Cawthorne – Special Support Assistant	
• MG	• Michelle Graham – Teacher	
• JB	• Julie Blunt – Deputy Headteacher	
• MC	• Marie Counihan – Teacher	
• LP	• Linda Powell – Teacher	
• VL	• Vicky Lee – Teacher	
• AH	• Amanda Hastings – Teacher	
• HD	• Helen Davis – Teacher	
• HE	• Helen Erikson – SEN Governor	
• LizP	• Liz Porter – Parent	
• DEE	• Disability Equality in Education	
• SEAL	• Speaking English as an Additional Language	

Accessibility Plan – DDA Priorities:

A   Increasing the extent to which disabled pupils can participate in the curriculum

B   Improving the physical environment of the school

C   Improving the delivery of information to disabled student

2. Grasmere Primary School, Hackney, Disability Equality Scheme

1. Introduction
Grasmere Primary School welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to:
- promote equality of opportunity between disabled and non-disabled
- people;
- eliminate discrimination that is unlawful under the Disability
- Discrimination Act:
- eliminate harassment of disabled persons that is related to their
- impairments;
- promote positive attitudes towards disabled people:
- encourage participation be disabled people in public life; and
- take steps to take account of a disabled person's impairments, even
- where that involves treating the disabled person more favourably than

other people.

This scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

We have set up a representative steering group to develop and monitor the scheme. Details of membership are: Headteacher, SENCo, Resources and Curriculum Committees of the Governing Body, School Council **and ????**

2. School Ethos, Vision and Values
At Grasmere Primary 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. Our admission policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

The school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. This is highlighted in the school's Equal Opportunity and Diversity policies.

3. Definition of Disability
The disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.'

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out day-to-day activities, only if it

affects one ore more of the following: *mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing, eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.*

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 affect on his/her ability to carry out normal day-to-day activities.

Grasmere treats all pupils with SEN and those with long term medical needs as disabled for the purposes of the Act and equality.

4. How Disabled People Have Been Involved In The Scheme
Grasmere Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:
- We have identified our disabled pupils
- We have organised social events for disabled children to ensure that
- We listen to their views in informal settings

Key issues identified by out pupils were: **????** The priorities have been worked into the action plan.

5. Disabled Staff
We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. We have consulted staff. No one has identified themselves as having a disability. All new members of staff will be consulted at the start of their work and the entire staff bi-annually to establish whether they consider themselves to have a disability. Their subsequent views will then be taken into consideration to formulate an action plan.

6. Disabled Parents/Carers
We have given parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs. We have sort the views of parents and carers through the school web site on how we may meet their needs. Pupil enrolment meetings make reference to how the needs of disabled parents/carers may be met by the school. Subsequent priorities are then formulated and included in the action plan.

7. Disabled Members of the Local Community
The online questionnaire as well as groups using the school facilities asks them to identify any barriers and suggest reasonable adjustments. Key issues identified are includes in the action plan.
Disabled pupils, staff, parents and disabled members of the community have been involved in a working party formulating the policy and action plan. The online questionnaire and Wiki has enabled the wider community to make comments to draft policies etc… The action plan will be monitored annually by the governing body.

8. How We Have Gathered Information on the Effect of Our Policies and Practices on Disabled People

We recognise that our policies and practices may impact on disabled people and in particular:

- recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of out services. The processes we use for gathering information and analysing data will include:

(a) Pupil Achievement
(b) Learning Opportunities – target setting
(c) Admissions, Transitions, Exclusions
(d) Improving Social Relationships
(e) Employing, Promoting and Training Disabled Staff

9. How We Will Assess the Impact of Our Policies?

Assessment of policies, procedures and practices on disability equality will be carried annually with a rolling programme of activities including:

- Termly report by Headteacher to Governing Body and Committees (standing agenda item)
- Feedback from pupils, staff, parents/carers and wider community with a disability (including standard questions identifying individuals anonymously)
- Evaluation of children with a disability's participation in school activities and achievement
- New and revised policies take into consideration their impact upon disabled individuals and school practice towards disability equality

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupil, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

10. Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

We have now incorporated this plan into our Disability Equality action plan.

11. Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in the process. This information will be available in the School's Annual report to Parents, school prospectus and website.

12. Revisiting the Scheme
Our scheme will be reviewed after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced responding to issues identified through the impact assessment and included in our annual report.

Review date: January 2011
Senior member of Staff Responsible: Headteacher
Designated member of staff: Mary Deane (SENCo)
Governor responsible: Sharon Sullivan (Chair of Governors and Disability Link Governor)

Grasmere Primary School Disability Equality Action Plan

1. Curriculum
The school ensured that some part of the curriculum in each year raises disability issues, through assemblies, visits, visitors into school and planned lessons as part of the PSCHE curriculum, circle time and philosophy for Children. Curriculum post holders are responsible for considering the disability content of parts of the curriculum and how this will impact upon disabled pupils.

2. Behaviour and Exclusions
The school's behaviour policy makes reasonable adjustments for disabled pupils. Exclusion procedures make direct reference to how pupils have been supported prior to an exclusion taking place.

3. Teaching and Learning
The school ensures that all staff are aware of the QCA General Inclusion statement and that it applies to their own planning, teaching and professional conduct. This is dealt with in annual training for all staff and in the induction of all new staff. Joint planning time is allocated on a regular basis between teachers and support staff to ensure a full understanding of provision, differentiation and support.

4. Data Collection, Monitoring and Assessment
The achievement of disabled pupils is monitored by impairment. This is updated termly with data provided for teachers and coordinators, through pupil performance meetings. An annual collation of data and trends is again provided to teachers, coordinators and the Governing Body's Curriculum Committee, as well as an analysis with the LEA using the Raiseonline data.

5. Lettings and Use of Building by the Community
The school's lettings policy specifies the adjustments that the school and local services can provide. All capital developments ensure that disability access is maximised and reasonable adjustments made.

6. Lunchtime, After School Clubs and Visits
All pupils, staff, parents and carers are guaranteed access to these services. No school visit takes place before a full risk assessment and analysis of needs is made, with direct reference to disability equality.

7. Medical and Personal Care Needs
Disabled children and parents/carers are consulted on how they want the procedure or administration of medication carried. Parents and carers fill out a school medicines form on which this information is recorded.

8. Participation and Engagement
Disabled pupils are given responsibilities within school and on the School Council. Governors and staff are aware of their statutory responsibilities in promoting disability equality. This is a standard agenda item at training and at Governing Body meetings.

9. Eliminating Harassment and Bullying
The school's Anti Bullying Policy makes direct reference to bullying which can be directed at disabled children and adults.

10. Employment
The school monitors annually and updates records when new staff are appointed with reference to disabled people (DDA 2005). The school will allow disabled staff additional time off work for treatment of their condition without penalising them.

11. The Governing Body
Non confidential Governing Body minutes are made available to parents on display boards and the school website. The school website advises people of how the governing body contribute to school life. Disabled parent/carers and members of the wider community are positively encouraged to stand for election or posts on the governing body.

12. Contractors and Procurement
Contractors will be made aware of disability equality and harassments and bullying if in contact with pupils, staff and the wider community.
Catering staff will be made aware of specific food allergies and asked to follow the school's disability equality procedures.

FOREWORD

 Valuing diversity is central to achieving the overall aim of Whitegrove Primary School to provide every child with an equal opportunity to succeed.

The governing body of Whitegrove Primary School is therefore pleased to publish its first Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Disability Equality Scheme is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in our school will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves. We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality at Whitegrove.

 Chair of Governing Body

 1. INTRODUCTION

1.1 The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the "overarching goal of the duty is to promote equality of opportunity". In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

·   A definition of both disability and inclusion that is wider than special educational needs (the legislation includes in the definition of SEN any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities) and applies to all vulnerable groups.

- Taking a proactive approach in making reasonable adjustments
- Work with pupils, staff and parents/carers
- Involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

1.2 The general duty

The general duty to promote disability equality places a duty on all public authorities, 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 Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

1.3 The Specific Duty

The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. The first Disability Equality Schemes should be published in December 2007 and should last for three years with an annual review of progress.

WHITEGROVE PRIMARY SCHOOL - VISION AND VALUES

2.1 Our vision and values

We believe that every child has by right an equal opportunity to succeed. In order to deliver this aim we embrace the principles of inclusion, of global citizenship and of community cohesion.

Our values are embedded in the UNICEF convention on the Rights of the Child and we are a Rights respecting School.

2.2 Who do we mean by "disabled people"?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has 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. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects one or more of the following

- Mobility

- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

	Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk or danger
Autistic spectrum		☐	Some	☐
Behaviour		Some	Some	☐
Dyslexic-type needs			☐	
Other learning needs		Some	☐	Some
Physical sensory	☐	Some	Some	Some

The number of disabled children and young people across England has been estimated as between 7% and 12%. This would indicate 32 Whitegrove children at the 7% level and 54 at the 12% level.

Although disability and special educational needs are not the same thing, the 2007 PLASC return for our school, showed **22** as having special needs met at School Action Plus or with a statement of special educational needs. The school governing body and senior managers collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

2.3 Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include

· Discriminatory attitudes
· A lack of accessible information
· Inaccessible environments
· Services that have not been designed to take account of the needs of disabled people.

2.4 Action to Date

Our Disability Equality Scheme will take a fundamental step in removing these discriminatory barriers for disabled people in Whitegrove primary School. The Scheme builds on what we have done already to promote equality for disabled people:

We have adopted:

· **An Accessibility Plan** which aims to
  - Increase the extent to which disabled pupils can participate in the school curriculum
  - Improve the physical environment in the school to increase opportunities for disabled pupils
  - Ensure that disabled children are provided with information in formats that are accessible for them
and:

An Equal Opportunities Policy which aims to respect and value all children as individuals, meeting their needs so they reach their full potential and taking appropriate action where there are differences in progress and attainment. We are committed to challenging and preventing all forms of discrimination, including racism, and to preparing pupils for living in a multi-ethnic society.

Through the curriculum we offer, children are given opportunities to explore, acknowledge and value similarities and differences between themselves and others. Curriculum resources are carefully selected to help children to develop self-respect and respect for others, avoiding stereotypes and derogatory pictures or messages about any group of people.

Discriminatory behaviour and/or remarks are unacceptable in school. Most incidents will be dealt with within the framework of the school's behaviour policy. Where a situation cannot be dealt with in this way it will be referred to the governors' Parents and Pupils Committee.

We have also:

· Embraced the Symbol SALT project as a means of supporting children's speech and communication development throughout the school.

· Provided specific material and human resources to ensure equal access for all to the curriculum (e.g. teaching assistants, sloping desks, tape recorders, computers etc.)

· Produced a provision map as a means of detailing the ways in which we modify and differentiate the curriculum to ensure equality of access and support.

· Involved the Disability Officer in monitoring our provision.

· Provided adults, boys and girls disabled toilets.

3. INVOLVEMENT

3.1 Involvement of Disabled People in Developing the Scheme

A representative group of stakeholders, including governors, parents, children and staff, discussed the situation when this scheme was set up. The group felt that the school's policy as expressed in the Inclusion and Equal Opportunities Policies generally reflected what actually happens in school. They also made very helpful suggestions of ways in which further developments could be incorporated.

This group will be invited to comment on the draft action plan as well as an annual evaluation of outcomes.

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

Parent and pupil involvement in meetings directly relating to them was recognised and appreciated.

Class Councils and circle times provide an opportunity for everyone's views to be heard and for everyone to play a part in the decision making process. Through an ethos based on the UN Convention on the Rights of the Child and our status as a UNICEF Rights Respecting School we

engage children in developing a democratic approach which actively fosters representation for disabled pupils on the Schools Council as the main discussion and decision making forum for pupils.

3.3 The Governing Body

Governors' meetings and minutes are accessible to parents on request. The SEN Governor takes a keen interest in all Learning Difficulty and Disability (LDD) issues and regularly reports to the Governing Body on new requirements and the school's response to these. The GB communicates with parents via the School Profile and the school website. It seeks parental views and feedback via two annual parental surveys, one focused on the ECM Five Outcomes, the second on academic achievement.

3.4 Eliminating harassment and bullying

The school provides a framework for its Behaviour Policy through a Values Statement based on the UNICEF Rights Respecting Schools approach. This approach teaches children about their rights, the rights which all children have as a result of the UN Convention on the Rights of the Child, and the responsibilities which accompany those rights. It sets out the way in which the school deals with bullying issues in all cases, including those involving LDD pupils.

3.4 Reasonable Adjustments

The school endeavours to make reasonable adjustments in order that all its pupils have an equal opportunity to succeed in all areas of the curriculum. The school's provision map details the teaching approaches and resources which underpin our curriculum and through which the adjustments are delivered.   The effectiveness of the adjustments is monitored by outside agencies e.g the mobility officer, the LA and Ofsted, as well as through the school's self evaluation processes.

Adjustments to school visits and residential trips are discussed on an individual basis with the involvement of the parent/carer and the child to ensure that all our pupils can participate and benefit from the experience. LDD children's participation in clubs is monitored through the SSCo scheme as well as through school self evaluation processes and every opportunity is taken to provide clubs which meet specific as well as general needs.

3.6 School Facility Lettings

The current lettings agreement is under review with the aim of incorporating a means by which hirers can request adjustments, such as more disabled parking, for specific community and PTA events.

3.7 Information, Performance and Evidence

 The school gathers information about the performance of the school on disability equality under the following headings:

a. Pupil Achievement

> Pupils are tracked individually and our assessment system is capable of providing assessment data on individuals and a range of different groups, including children with

LDD.

b. Learning Opportunities

We plan learning opportunities to deliver our aim that every child should have an equal opportunity to succeed. This means that we do not treat everyone the same but rather that we personalise our provision to meet individual needs.

c. Admissions, Transitions, Exclusions (including Behaviour cases)

Admissions are centrally managed. For the past five years the school has not excluded any pupils.

d. Social Relationships

Our status as a Rights Respecting School provides a framework for our PHSE provision. It is underpinned by the use of SEAL materials throughout the school.

e. Employing, promoting and training disabled staff

Our staff is representative of job applicants if not entirely of the school community. Staff with disabilities receive the same training and promotion opportunities as non-disabled staff.

4. IMPACT ASSESSMENT

We recognise the importance of assessing the impact of our current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Whitegrove Primary School therefore regularly monitors the impact of school's policies. This is captured by means of the school's equalities monitoring process which involves

· Consultation with disabled stakeholders, in order that areas for change can be identified
· Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

5. OUR PRIORITY AREAS IDENTIFIED IN THE ACTION PLAN

Access to the curriculum

Behaviour and exclusions

To clarify the support which is provided for the 'victims' of bullying?

Teaching and Learning

The school will ensure that all teaching staff are aware of the QCA General Inclusion Statement and the school's Inclusion Policy and that they apply it in their planning and teaching. Joint planning time has been made available during the school day for teachers and teaching assistants on a regular basis, through specialist sports teaching.

We plan to maximise the impact of this by employing a sports' TA, thereby releasing class TAs from P.E. lessons.

Curriculum

In order to further develop existing positive attitudes we are currently reviewing our provision to ensure that the curriculum, including our scheme of work for sex education, raises disability equality issues in every year group.

Data collection, monitoring and assessment

The achievement of disabled pupils is monitored individually, as a group and by impairment. We track their achievements, using appropriate reporting frameworks such as P levels, as well as their general attainment levels. All disabled pupils are identified in our database but we do not currently have ways to identify all disabled parents and their access needs unless they tell us.

Participation and engagement

Engaging disabled pupils, staff, parents, the governing body

and the local community in developing a voice.

To develop a proactive approach to the inclusion of disabled representatives on the School Council through our work on citizenship and democracy within the UN Convention on the Rights of the Child

To ensure that all governors are aware of their statutory responsibility to promote disability equality by involving them in the setting up and monitoring of the scheme.

Eliminating harassment and bullying

The school's anti-bullying policy makes reference to bullying which can be directed at specific groups within the community, including disabled children and adults.

Employment

Employing and promoting, training disabled staff

The school keeps record of staff who count as disabled people under the DDA 2005 and provides reasonable adjustments to enable them to carry out their requirements of their job.

The school allows disabled staff additional time off for treatment for their condition without penalising them.

Access to information and services

Lunchtime or after school clubs and trips

To take every opportunity to provide an increased number of extra-curricular clubs which are non-competitive or which more closely meet the needs of disabled pupils. This relies on creative solutions to our space limitations rather more than on our commitment to greater participation.

Medical and personal care needs

Disabled children and their parents/carers are consulted on how they want the procedure or administration of medication carried out through data sheets. They complete medication request forms when they opt for school staff to administer medications prescribed by a UK GP.

School staff have annual allergy and Epipen training as well as training arranged on a needs basis for specific conditions such as epilepsy, sensory impairment, ASD disorders etc. Care Plans are put into place for all children with high level health needs which require the regular or specialist administration of medication.

Health and Safety

Evacuation procedures have been developed to take full account of the needs of disabled people, including the deployment of specific members of staff in an emergency.

Admissions and Transitions

We have strong existing procedures for identifying and supporting disabled pupils before they start school. Where necessary this includes early communication with external health and other agencies who may be involved to ensure that we have appropriate support systems in place.

We use transition books and social stories to prepare children for a change in class or teacher.

In order to improve further our parents would welcome more notice of any day to day changes which may occur.

Physical access

Lettings and use of building by community

The school's lettings policy is currently under review. The revised policy will specify the type of adjustments that the school and other local services can provide as well as giving hirers the opportunity of requesting reasonable adjustments to meet specific requirements.

The school works with the LA to ensure that all new capital projects maximise access and reasonable adjustments.

Information we will collect

This scheme will monitor -

Disabled pupil attainment

Effectiveness of reasonable adjustments

Recruitment, retention and career development of disabled staff

Admissions of disabled pupils

Exclusion of disabled pupils

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

Looking ahead

We are aware of the following major challenges for our school that may impact on our work to promote disability equality.

Physical space limitations

Increasing pressure on the school's capacity to maintain existing high delivery standards due to the growing number and complexity of LDD pupils we are welcoming and including.

Action plan

Our priority actions are detailed in this section of our Disability Equality Scheme and in our Accessibility Plan and will be built into our school self evaluation and improvement planning cycles.

6. MAKING IT HAPPEN

6. 1 Implementation

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

·   Clear allocation of lead responsibility

·   Clear allocation of resources

·   Indication of expected outcomes

·   Clear timescales

·   Specified time-scale for process and review:

The school's Governing Body, School Council and Disabled Members' Forum will monitor and review this scheme on a regular basis. The school governing body will present significant findings to all members of the school community and make them available in alternative forms of communication which are appropriate to the needs of its disabled members.

6.2 Evaluation

There will be regular internal evaluation of this scheme as above in addition to joint evaluations with the school improvement partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the OFSTED SEF, as will the data giving information on the number of disabled

pupils in the school, and their achievements.

6.3 Publication

This document is published in conjunction with the school's Access Plan and forms part of the school's improvement plan and equal opportunities policy. It will be published:

- On the school's website and
- Be available to all school members in hard copy, and in the form of alternative communication where necessary.

6.4 Reporting

There will be an annual report to the Governing Body on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme.

6.5 Links with other school plans and policies:

This Scheme is to be read in conjunction with the School Accessibility Action Plan. Together, they are intrinsic to:

1. The School Improvement Plan
2. The Equal Opportunities Policy
3. Equalities Monitoring procedure
4. Anti-Bullying Policy
5. Protection of Employees and associated documents (including Bullying and Harassment)

Review Date: December 2008

Senior Member of Staff Responsible: Christine Tsakmakis, Headteacher.

Designated Member of Staff: Fern Peck, Inclusion Manager

Governor Responsible: Erin Cook, Chair of Governors and SEN Governor.

If you need further copies of this document, or would like the document in another format, such as enlarged print, Braille, audio tape or another language, please contact:

Whitegrove Primary School

Telephone: 01344 861020

E-mail: secretary@office.whitegrove.bracknell-forest.sch.uk

WHITEGROVE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2007/2010

This plan has been produced in response to school self evaluation processes and the Disability Access Audit carried out at this school by the LA. It focuses in addition on the priority areas set in the school's Disability Equality Scheme which were identified by the school's Disabled Members' Forum, the staff of the school and TASS teachers who are supporting current pupils with disabilities.

It should be read in conjunction with our Inclusion Policy which sets out our approach to ensuring that all children have access to the curriculum and with the Disability Equality Scheme.

Priority Area	Proposed Response/Action	Milestones	Success criteria	Budget
Behaviour and exclusions To clarify in the school's Behaviour Policy the support which is provided for the 'victims' of bullying.	1. Policy to be reviewed to include the support for 'victims'. 2. Redrafted policy to be presented to the Governing Body for approval.	Policy redrafted 02/11/07 Presented to GB 22/11/07	Revised policy agreed and adopted	N/A

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

| Learning & Teaching

To maximise the opportunities available for staff supporting LDD pupils to meet and plan with teachers. | To appoint a Sports' TA so that class and SEN TAs can be released from P.E. duty. | Place advertisement by 31 October.

Interview candidates in December.

Make appointment for 01 January 2008 | TAs and teachers are able to meet in regular PPA time. | **TA salary from delegated school budget.** |
|---|---|---|---|---|
| **Priority area** | **Proposed Response/Action** | **Status** | **Success criteria** | **Budget** |
| Currulum

To raise disability equality issues through the curriculum. | 1. To ensure that disability equality issues are included in our revised school curriculum.

2. To use the opportunity provided by the Rights Respecting agenda to highlight disability equality issues in assemblies. | Curriculum review taking place over a three year period 2008-2010. | Children throughout the school become more aware of the issues and LDD children feel more included as a result. | Leadership release time to review the curriculum. |

Priority area	Proposed Response/Action	Status	Success criteria	Budget
Data collection, monitoring and assessment To monitor outcomes for LDD pupils on a regular basis.	1. To use our tracking systems to monitor and benchmark the achievement of LDD pupils in relation to the attainment levels of the general school population. 2. To consider ways of identifying and acting upon the access needs of disabled parents.	On-going	LDD children achieve well in relation to their peers.	Assessment Manager's release time.
Engaging the community in developing a voice for disabled members. To develop a proactive approach to the inclusion of disabled representatives on the School Council.	1. To use the framework provided by the UN Convention on the Rights of the Child to raise awareness of the issues and work towards an understanding that every group with a community has a right to have their views represented. 2. To ensure through GB meetings that all governors are aware of their statutory responsibility to promote disability equality by involving them in the setting up and monitoring of the scheme.	On-going	LDD children are encouraged to stand for class and school council and are represented in relation to the number of LDD children in the school.	Cost of training the whole staff in RRS – funded by UNICEF

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

Eliminating harassment and bullying	1. Embed the RRS approach to behaviour management.	On-going over a three year period.	Few, if any incidents of bullying recorded.	Cost of RRS training

Ensure that the bullying policy is effective in preventing any child, including LDD children, being bullied.	2. Embed the restorative justice approach as means of
	
	    engaging children in a problem solving approach to
	
	    bullying.			

<u>Employing, promoting and training disabled staff</u> Build into the budget funds to cover the cost of additional time off which disabled staff may require for treatment in connection with their condition.	Monitor current expenditure in this area and allow a reasonable amount in every annual budget to cover such absences.	On-going	Cover is available as necessary.	Supply cover line in delegated budget

Priority area	Proposed Response/Action	Status	Success criteria	Budget
Lunchtime or after school clubs and trips To provide greater participation of LDD pupils in extra-curricular activities.	1. Work towards the creation of an additional hall in 2009. 2. Plan on increasing the number of extra-curricular clubs which specifically meet the needs of LDD children. 3. Undertake individual risk assessments for LDD children on trips and work with parents to maximise children's participation in residential trips.	Identify solutions with the LA 2007 Create hall space Autumn 2009. On-going and in response to need.	The creation of an additional hall enables more clubs to run. LDD children can participate fully in the educational experiences the school offers.	Cost of modifications to create additional hall space.
Transition arrangements Prepare children for changes.	1. Use of social stories and transition books to prepare children for timetable, class or teacher changes. 2. Provide parents with as much notice as possible of changes.	On-going	Children deal confidently with change.	N/A

Physical Access	1. Review lettings policy to include details of the type of adjustments the school can provide for hirers to meet specific disability needs.	Spring 2008	Feedback from hirers is positive.	Incorporated into lettings charge.
To continue to meet the recommendations of LA Disability Access Audits and priorities highlighted in the Disability Equality Scheme.	2. Ensure that new capital projects maximise access for disabled members of our community.	On-going	Full accessibility.	On a project basis.

Appendix 7 High Scoring Secondary Disability Equality Schemes

1. Wanstead High School, Redbridge, Disability Equality Scheme 1

Draft Disability Equality Scheme

Introduction

Wanstead High School has made a positive commitment to valuing diversity. We are committed to making our school a better place to work and learn. This will be achieved will be by promoting equality of opportunity and eliminating unlawful discrimination for all our employees, all of our pupils and their parents. Wanstead High School takes its duties under the Disability Discrimination Act seriously and seeks to prevent discrimination. Similarly the school will do its best to promote equality of opportunity for disabled people. Our plans for fulfilling our duties under the Disability Equality Duty are set out within the Disability Equality Scheme.

Involvement of disabled pupils, staff and parents

In developing its Disability Equality Scheme Wanstead High School consulted with staff and pupils with disabilities, parents who themselves have disabilities and other adults with disabilities. The views expressed have informed priorities within our Action Plan.

Information gathering

Wanstead High School undertakes to gather information and analyse the data so that opportunities for disabled pupils, staff and parents can be monitored. This data will particularly inform the schools on the effects of its policies on:

- The recruitment, development and retention of disabled employees
- The educational opportunities available to and achievements of disabled pupils.

We will use the information gathered to review the effectiveness of the school's Action Plan and prepare subsequent Schemes.

Assessing the impact of the school's policies and practices on disability equality and where improvements can be made.

Following its initial consultation, Wanstead High School will set up a Consultation Forum to monitor the impact of the school's policies and practices on disability equality. The Forum consists of pupils, staff and parents who have disabilities. The Forum will meet at least annually to evaluate the impact of existing policies and will be consulted as new policies are developed in the future.

The Disability Equality Scheme

Wanstead High School will

Promote equality of opportunity for disabled staff, pupils and parents by:

- Collecting and analysing data so we can understand and address potential barriers
- Using this data to establish priorities within our Action Plan
- Working proactively to incorporate adjustments for disabled pupils, staff and parents into policy and whole school practices
- Ensuring increasing access to the school's curriculum, the physical environment and to written information through the Accessibility Plan.

The Disability Equality Scheme will be reviewed simultaneously with the Accessibility Plan from 2009 to ensure the principles of disability equality are fulfilled.

Eliminate discrimination that is unlawful under the Disability Discrimination Act by:

- Raising awareness of disability issues, providing training on relevant adjustments and encouraging sharing of good practice
- Reviewing and adjusting the school's policy and practice
- Raising expectations amongst all those working with disabled pupils, staff and parents.

Eliminate harassment of disabled staff, pupils and parents that is related to their disability by:

- Raising awareness amongst staff and pupils of disability-related harassment
- Raise awareness of the importance of reporting possible bullying, however apparently mild it may seem to people without a disability
- Involving pupils themselves in combating bullying

Promote positive attitudes towards disabled staff, pupils and parents:

- Through assemblies and the PHSE curriculum
- Through staff meetings
- At parents' evenings
- Displaying positive images of disabled people throughout the school

Encourage participation by disabled staff, pupils and parents in school life by:

- Proactively seeking representation of disabled pupils, staff and parents on the school council and any of its committees
- Supporting disabled people who are involved in offering feedback to disabled pupils, staff and parents so they feel more confident in putting themselves forward for future participation
- Including a feature about involvement of disabled people in the school's prospectus and newsletters
- And take steps to meet disabled people's needs, even if this requires more favourable treatment.

Implementation of the Disability Equality Scheme:
Overall responsibility for the scheme will rest with the Governing Body.
A sub-committee will consider progress of the scheme and report on an annual basis to the Governing Body.

The governors will ensure that current and future policies and plans are reviewed to ensure that they fulfil the six principles of the Disability Equality Duty to:

- Promote equality of opportunity for disabled staff, pupils and parents
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled staff, pupils and parents that is related to their disability
- Promote positive attitudes towards disabled staff, pupils and parents
- Encourage participation by disabled staff, pupils and parents in school life
- Take steps to meet disabled people's needs, even if this requires more favourable
  treatment.

The Headteacher, together with senior members of staff, will take responsibility for ensuring that relevant aspects of the scheme are incorporated into the school's policies and development plans and acted on. They will take steps to meet the needs of disabled staff, pupils and parents, even if this requires more favourable treatment.
In reviewing policies and development plan the school will consider whether

- There is any evidence to show higher or lower take up or participation by different groups
- There is any evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policy
- There are opportunities to promote equality of opportunity or good relations by altering the policy
- And will have consultations with relevant groups, organisations or individuals where particular policies or functions create problems that are specific to them.

Publication and review

The vision statement at the beginning of Wanstead High School's Disability Equality Scheme and Action Plan is published in the school's prospectus. It is published in full on the school's website. People wanting a paper copy may obtain one by asking the school's office. Requests may also be made for alternative formats.
The Disability Equality Scheme will be reviewed in 2009 at the same time as the school's Accessibility Plan which sets out how the school intends to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

The school's Consultation Forum will be involved in the review of both documents and will advise on wider involvement of disabled people in the preparation of the 2009-20012 Disability Equality Scheme and Accessibility Plan.

The purpose of this plan is to ensure that a Disability Equality Scheme is implemented thereby eliminating discrimination that is unlawful under the Disability Discrimination Act and to promote inclusion through positive action.

There are two parts to this document:
1. The strategic plan which sets out the framework for meeting the requirements of the Disability Discrimination Act, (DDA), &
2. An action plan that details the steps to be taken to implement the Disability Equality Scheme, (DES).

Strategic Plan

Action	Responsible person	Time frame	Monitored by
1. Establish Consultation Forum made up of governors, staff, parents & students to monitor the ongoing implementation of the DES.		July 2007	Governors Teaching and Learning Committee
2. Create a Disability Equality Scheme and Action Plan in consultation with all appropriate groups and individuals.		October 2007	Governors Teaching and Learning Committee
3. Create an Action Plan		October 2007	Governors Teaching and Learning Committee
4. Implement the Action Plan setting out accountability, actions and outcomes.		Ongoing to December 2009	Governors Teaching and Learning Committee
5. Carry out an interim review and evaluation of the effectiveness of the Action Plan and make appropriate adjustments.		October 2008	Governors Teaching and Learning Committee
6. Full review and evaluation of the plan and its outcomes and fully review.		October 2009	Governors Teaching and Learning Committee

Implementation Action Plan

Action	Specific Steps	By	When	Outcome
1 Establish mechanism for collecting data on pupils, staff and parents who may have disabilities & 2 Consider how data can be used effectively to ensure that pupils, staff and parents who may have disabilities are not disadvantaged	Eg - SEN coordinator and school data officer prepare and disseminate appropriate data to HODS / HOYS / SLT and all learning providers in the school including LSAs. Eg – review accessibility arrangements. Eg – analyse data to identify gaps in inclusion or where provision adversely impacts on achievement.		Dec 2007	The school has a clear record of all governors, staff, parents & students with disabilities and a record of their needs to inform action.
3 Review all policies to ensure compliance with DDA requirements, especially: • Teaching and learning policy. • Recruitment policies	Eg – Investigate 'good practice' for a range of disabilities and incorporate into whole school policies, eg homework, spelling, copying off the board Eg - Prepare details of potential adjustments for a range of disabilities and provide training to ensure their use is consistent Eg – Ensure that staff with disabilities feel confident to discuss potential adjustments			The needs of pupils, staff and parents who may have disabilities are addressed, even if this requires more positive treatment not previously considered. Policies demonstrate positive attitudes to disabled people.
4 Establish a training programme	Eg – incorporate appropriate training into the whole school CPD policy. Eg – implement specific and targeted CPD for individuals and groups such as governors.			All staff and pupils understand a range of reasonable adjustments relevant to individual disabilities, emphasising the need to play an active role in eliminating harassment and to adopt positive attitudes towards disabled people

5 Review existing opportunities for pupils, staff and parents to participate in school management and governance (for example School Councils) & consider how disabled people may be encouraged to participate. 6 Monitor take up of opportunities for pupils, staff and parents who may have disabilities	Eg – positively encourage and recruit disabled individuals and or groups to participate through various communication media such as the school news letter and web site.			Equality of opportunity for disabled staff, pupils and parents promoted as shown by inclusion of disabled people in management and governance.
7 Define and audit harassment to enable specific inclusion action to take place.	Eg – Review bullying policy and raise awareness of disability related harassment			Eliminate harassment of disabled staff, pupils and parents that is related to their disability
8 Promote positive attitudes towards disabled staff, pupils and parents 9 Encourage participation by disabled staff, pupils and parents in school life	Eg – Training to enable staff to model respectful attitudes to disabled pupils, staff and parents Eg – Identifying and displaying positive images of people with disabilities in school Eg – Discuss with individuals opportunities to participate			All governors, staff, parents & students feel confident and included.
10 Take steps to meet disabled people's needs even if this requires more favourable treatment	Eg - time out cards, cards to have early lunch, similarly staff with asthma may be excused some duties in weather likely to exacerbate condition			

Sarah Bonnell School – Disability Scheme

Disability Scheme

Sarah Bonnell School
Sarah Bonnell School was founded in 1769 and is one of the oldest schools for girls in the country. We are an inner city 11-16 girls' comprehensive Language College which celebrates the diversity of its multicultural community. All strive to make real the school motto, 'Learning for Life'. Sarah Bonnell is situated in the north west of Newham. Seventy per cent of our students live in the four wards around the school. These have three times the national average number of overcrowded households and higher levels of unemployment. Our overall school deprivation index is 0.4, which means we are in the 6% of schools that are the most deprived in the country, (2008).
* Free school meals run at 37% here as opposed to 15% nationally.
* The number of students on School Action, Action Plus and with a Statement is in line with national levels. However, in addition, we have a significant number of students with additional needs, including learning, behaviour and EAL, who are not on our SEN profile.

Attainment on Entry
Graphs comparing our students' KS2 SATs scores with national levels in English, Maths and Science show that the ability of the Year 7 students on intake is broadly comparable with national standards.
Our initial assessment of students does not only rely on SATs. On entry in Year 7, students complete the NFER CATs tests and have their reading age assessed. These show that only 32% of students scored the national average or better in the Verbal Reasoning Test. In reading, 10% have reading ages below the national average for 8 year olds and 21% below that for 9 year olds. Fifty percent of students in Year 7 have reading ages of less than 11.

Our Disability Equality Duty
The Disability Equality Duty is a positive duty on all public bodies to promote disability equality. Alongside our existing duties, we must take proactive steps to promote disability equality for pupils, employees, and our service users.

Our **general** duty requires us to:

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

Our **specific** duty requires us to produce and implement a Disability Equality Scheme.

Our Scheme includes:

- A statement of how disabled people - disabled children, young people and adults have been involved in developing the Scheme
- Our arrangements for gathering information on the effect of our policies and practices on, in particular:

    a. the recruitment, development and retention of disabled employees
    b. the educational opportunities available to and achievements of disabled pupils.

- Details of how we are going to use the information gathered, in particular, in reviewing the effectiveness of our Action Plan and preparing subsequent Schemes.
- How we will assess the impact of our policies and practices on disability equality and where improvements can be made.
- A plan of action - a list of action points that detail the steps that we are going to take to meet the general duty.

Policies and practice

As we are part of Newham's inclusive policy, the Disability Equality Scheme ensures that our objectives are applicable to all users of the school regardless of disabilities.
The Strategic Leadership Group of the school supports the school's inclusive ethos and takes steps to ensure that all can fully access the school.
Our policies are inclusive and support the full inclusion of all users of the school.

Involvement of disabled users of the school

For this scheme to be successful it is critical that as wide a range of disabled people as possible are involved in formulating, monitoring and reviewing the plan. The plan is designed to be a working document that is continually updated and revised, accounting for developments and identified needs. It has been formulated in the first instance through consultation with staff, parents and most importantly the students themselves. This has been done through a series of interviews, meetings and questionnaires. It will be reviewed on an annual basis and replaced after three years

We consulted the following groups whilst drawing up our Disability Equality Scheme:
- Current students
- Former students
- Parents/ Carers
- Staff

We worked to ensure equal representation of groups in terms of the type of impairment, religion and ethnicity.

Impact Assessment

An effective scheme will have relevance to and impact on many areas within the school including:

- Admissions
- Attainment
- Absence
- Rewards and sanctions
- Student support and guidance
- Trips and visits
- Exclusions
- Classroom management and behaviour
- SEN Profile
- Extra curricular activities
- Information and communication in the school

All developments and evaluations in these areas will take into account the impact for disabled stakeholders. All school policies will now incorporate the following statement:

This Policy forms part of our commitment to promote disability equality for disabled students of the school, staff, parents or carers by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our school improvement plan. This policy is to be read in conjunction with the school's Access & Inclusion Policy and the Equality policies of the school.

Terminology
A&I – Access and Inclusion
BSF – Building Schools for the Future
CoP – Code of Practice
DDA – Disability Discrimination Act
DES – Disability Equality Scheme
DRC – Disability Rights Commission
SEN – Special Educational Need
SENDA - The Special Educational Needs and Disability Act 2001

Information Gathering

We use the following methods to gain information about our effectiveness in terms of including all users in the life of the school:

- Staff and student surveys,
- Equal opportunities monitoring forms,
- Exit questionnaires for school leavers,
- Analysing our exam results,
- Analysing attendance figures,
- Anonymous reporting of bullying,
- Academic Review days to review learning passports,
- Progress check data for students on the A&I SEN Profile,
- Complaints procedures,
- Student questionnaires.

Performance Management

In accordance with legal requirements, we will:
- Publish the DES Action Plan on the school website,
- Link policy and other development plans to the DES Action Plan where applicable,
- Review the DES Action Plan each year with SEN link governors.

The action plan itemizes the actions the school will take to meet the requirements of the legislation and improve its provision for disabled stakeholders. Given that the accessibility plan (A requirement for SENDA 2001) is scheduled for review and covers very similar areas (curriculum, environment, information and communication), Sarah Bonnell School will amalgamate the two plans into one document.

Action Plan

The DES Action Plan will be a 'live' document that is accessible to all users of the school. It has clear objectives, accountabilities and timelines. It will be reviewed once a year to ensure that we stay on target.

The Access Plan is now included as an addition to the Disability Equality Scheme.

Sarah Bonnell Disability Equality Scheme Action Plan – 2006 - 09

Targets Success Criteria	Actions	Lead/ Team	Time scale	Resources Funding + Support	Monitoring of implementation	Impact and Accountability
Disability equality incorporated into key existing policies DDA statement in all key policies	Draft disability statement to be incorporated into key policies Ensure statement inserted in all relevant new and up-dated policies	A&I SLG	By July 2007 On going		Governors approval of policies	
Wide range of views and opinions established The views of disabled stakeholders are fully incorporated into the plan	• Establish who is classed as disabled under the new guidance each year. • Give disabled people the opportunity to express their views and suggest ideas for improvement	MH MH	On going July 2007			
Arrangements agreed by exam boards All eligible students given full support	• Ensure that all applicable students are tested for special exam arrangements • Arrange sufficient readers, scribes and other relevant support during exams	MH + JAA	On going	Cost of assessment	Ensure that all disabled students receive appropriate access arrangements in exams.	GCSE results for identified cohort of students Students able to access public examinations confidently
No students excluded from school visits for reasons related to disability where reasonable adjustments can be made.	• Monitor participation in school visits • Ensure risk assessments account for participation of disabled people • To actively involve disabled students in school trips and visits	MH and AI team DER All staff	On going On going On going		Data base of all students participating in school visits set up	Report to HT and Governor

Targets Success Criteria	Actions	Lead/ Team	Time scale	Resources Funding + Support	Monitoring of implementation	Impact and Accountability
To make the curriculum and its delivery accessible to all disabled students. Staff using learning passports consistently to inform planning and teaching strategies	• Ensure that learning passports are available to all staff, that reminders are given on how to access them and that they are annually reviewed and updated	MH and AI team	October each year.	Time	Access and Inclusion team to monitor use	
All information produced by school available in formats which are accessible to disabled stakeholders.	• Establish any specific needs at academic review day and any other events and opportunities • Inform stakeholders that adjustments can be made when necessary • Establish various means of adjusting information and expand as appropriate. • Ensure that information produced by the school is adjusted for accessibility for all stakeholders.	All staff AI team EMT EMT	Ongoing July 2008 On going		EMT	Information provided to stakeholders in a variety of formats

3.Silverdale Secondary, Sheffield, Draft Disability Equality Scheme   2007 - 2009

Mission Statement

At Silverdale 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 Silverdale School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

☑ 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 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 such as Deaf Awareness week 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?

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.

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. We will monitor:
- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

As a service provider Silverdale school will endeavour to make its buildings accessible when hiring out rooms or parts of the building.

When providing newsletters and information for parents and carers, Silverdale School will make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, will be held in accessible parts of the building as far as is practicable.

Hiring transport

Silverdale School staff are 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.

Election of parent governors

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

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

Silverdale has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Establishing a 'Diversity Council' that is representative of the whole school community. The Diversity Council represents:

Pupils / Students
Staff
Parents
Governors

and includes representatives who are:

Disabled
from Black Minority Ethnic groups

and has a balance of male and female representation.

Consultation will take place with the Diversity Council to determine priorities for the school with regards to disability equality over the next three years

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Silverdale 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 disabled people as outlined in the previous section.

Good practice examples

The following examples were gathered from Special Educational Needs Co-ordinators at Lambeth schools, and provide good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
    - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
    - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
    - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
    - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
    - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
  - Promoting positive attitudes towards disabled people
    - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
    - At schools with specialist units, staff have successfully raised awareness about disability by going to talk to pupils from the mainstream school.
- Encouraging participation in public life by disabled people.
    - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Creating an action plan

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

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2006-07							
EXAMPLE Increasing equality of opportunity between disabled people and other people	The parents of disabled children and young people (CYP) may not be aware of how to best support the learning of their child	Two workshops to be conducted on an annual basis for the parents of disabled CYP to provide them with basic advice on how to support the learning of their child in core curriculum subjects.	Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Monitoring will take place after every session. Analysis report to be produced two weeks after all satisfaction surveys received.	Special Educational Needs Co-ordinator (SENCO)	Dec 2006	July 2007

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2007-08							
2008-09							

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

Monitoring and reporting

It is important to monitor the impact of the action 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.

The monitoring of the actions outlined in the action plan will be monitored 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 Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact: Helen Storey, Headteacher / Lorraine Aspin, SENCO.

Appendix 8 A Selection of photos of the consultation. 1. Newham

2. Walsall

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

3. Linden's Primary

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

Shepherd School

Fairham School

Bamborough

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

Calderdale

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

Kingsford

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

Bristol Academy

The Impact of the Duty to Promote Disability Equality in Schools. DEE for DCSF Aug 2008

Angmering