



# Single Equalities Scheme 2010-2013

## Disability, Access, Gender and Race

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### Introduction

This scheme replaces any previous scheme and follows the DfE regulations and those issued by the London Borough of Harrow. All members of staff are affected by and expected to adhere to this policy.

In line with the College's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of the College life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

This scheme takes account of the Government's aim for children to have the support they need under Every Child Matters:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic well-being.

The scheme will follow the five principles of the Children's Plan:

- to support parents and families;
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs.
- to use preventative measures to help students to avoid the possibility of failure

This scheme is founded in the College's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the College Community.

First Edition January 2011

Prepared by COG Group

Approved by Chair of Governors: January 2011

Ratified by Governing Body : tbc

Date for Review: November 2013

# ROOKS HEATH COLLEGE

## Foreword

Rooks Heath College is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This policy is formulated by the Deputy Headteacher, in consultation with staff and is monitored by other members of the college's Leadership and Management Group. The policy is subject to annual review by the college's Leadership and Management Group and is subject to approval by the governors of the college.

## Objectives of this Scheme

Rooks Heath College is committed to the inclusion of all pupils, staff, governors and parents into its environment and work. This includes ensuring equality of provision for all stakeholders and those within the community with an interest in the College. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the College Community.

The College will consider the three main elements as stated in the Index for Inclusion (Appendix 1):

- Creating inclusive cultures
- Producing inclusive policies
- Evolving inclusive practices

This Single Equality Scheme and resultant action plan set our overall commitment to equality and diversity in one central document, which builds on and supports our Equal Opportunities Policy. This Scheme is an umbrella document for our statutory equality schemes in relation to race, disability and gender but under our commitment to equality for all will be expanded to cover all (nine) recognised "equality strands" under the Equalities Act 2010.

We will involve pupils, staff, parents/carers, governors and other stakeholders in the ongoing development of the Scheme and its periodic review.

## THE DISABILITY EQUALITY DUTIES – What is disability?

This is a summary definition of disability taken from the 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability'

'A disabled person (child or adult) is 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.

- A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial
- Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

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## **OUR COMMITMENT covers all aspects of College life and includes:**

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Disability Discrimination Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation by disabled people in public life;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

## **ACCESSIBILITY – What is access?**

Access is providing all stakeholders with clear and distinct opportunities to be able to access all areas of the College buildings and grounds and the curriculum. The College will set out key areas for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this Scheme and plan.

The College has adopted an Access Policy aimed at increasing access to college buildings and improving facilities. In all our new buildings and refurbishments both access and facilities for disabled people have been a priority and integral to the design phase. Capital funding is a severely limiting factor to our ability to achieve access to the remaining inaccessible areas of our older buildings (upper floor of A Block and C Block) but whatever reasonable adjustments can be made will be made (where costs are minimal and the budget permits) and reasonable adjustments will be made wherever possible for individual students to allow full participation.

## **THE GENDER EQUALITY DUTIES**

The gender section of this equality scheme enables our College to meet our statutory obligations. The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

## **OUR COMMITMENT covers all aspects of College life and includes:**

- Maintaining a college ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collecting and analysing College data and other gender equality relevant information.
- Consulting staff, pupils, parents and relevant local communities.
- Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.

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- Ensuring that admissions and attendance follow Local Authority guidelines.
- Ensuring that staff recruitment and professional development promote gender equality.

## **THE RACE EQUALITY AND COMMUNITY COHESION DUTIES**

This Scheme has been written to meet the College's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and cultural groups.

In our College, we aim to tackle racial discrimination and promote equality of opportunity in all aspects of the College by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our College Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes unacceptable behaviour e.g. aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial or cultural harassment is unacceptable in our College. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow the agreed procedures which are set out in full in our Equalities Policy but may be summarised as:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Deputy Headteacher via e-Behaviour (Behaviour for Learning Policy) and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist incidents will be recorded and reported annually to the Governing Body by the Headteacher.

This policy should be read alongside the College's Equal Opportunities Policy, Special Needs Policy, Medical Needs and Intimate Care Policy, Behaviour for Learning Policy.

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## **GENERAL STATEMENT FOR ACTION PLANNING**

Through the Single Equalities Scheme Action Plan (outlined below) we shall be ensuring that all pupils are being sufficiently challenged in their ideas, thoughts and feelings and we will be breaking down barriers that inhibit progress. This may also mean challenging perceptions of all stakeholders to enable this to happen.

### **Information gathering**

Rooks Heath College collects information from members of the College Community through the use of questionnaires and forms.

Details are taken from all new intakes of pupils and their families and when new staff and governors join the College. Periodic updates of personal information are requested from parents/carers.

All questionnaires and forms will detail the need for the information and its confidential nature.

The information gathered will be on the following basis:

- voluntary disclosure
- encouragement of disclosure through confidential means
- the level, if any, of the disability of the stakeholder
- the characteristics of the individual across the equality strands e.g. race, ethnicity, gender, age,
- its uses to ensure inclusivity of all members of the College Community

### **Setting the main priorities and actions through to implementation**

The information gathered will inform the main aspects of the Scheme to ensure equality for all. This will include setting the main priorities for the College and deciding on the main actions that will be implemented as a result.

The actions need to be clear and have distinct success criteria and outcomes for enabling all members of the college community and stakeholders (able bodied, disabled, of both genders) to be included in all the college does. The actions should have clear timeframes and be monitored by the Rooks Heath College Equalities Team. The action plan should identify opportunities to promote Equality of Opportunity as well as identifying the barriers to success.

### **Assessing the impact of the policy through the use of the plan**

The Governing Body will regularly review the Single Equality Scheme to ascertain how the action plan is progressing and its impact on the on the members of the college community and particularly the attainment of the College's student population.

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## **ROOKS HEATH COLLEGE SINGLE EQUALITIES SCHEME ACTION PLAN 2010-2013**

**Note: This plan deals with three equality strands of Disability, Race and Gender. We aim to expand the plan during 2011 to cover all equality strands under the Equalities Act 2011.**

### **Main Priorities and Actions to be taken**

#### Disability

- D1. Ensure direct access to all parts of the college building.
- D2. Ensure that all stakeholders are treated equally regardless of disability, ensure that all curriculum and after school activities are accessible for all stakeholders.
- D3. Ensure students identified as disabled or SEN are maintaining good progress.

#### Accessibility

- A1. Ensure direct access to all parts of the college building.
- A2. Improve disabled facilities within the college e.g. toilet facilities, taps with levers, etc.

#### Gender

- G1. Ensure equal opportunities for both sexes in curriculum and at additional times.
- G2. Ensure that data is analysed to view if there is a gender issue in learning.

#### Race

- R1. Ensure all students are challenged if and when comments or actions are of a racist nature.
- R2. Ensure all stakeholders are aware of policies and practice in college.
- R3. Ensure students from different ethnic groups are maintaining good progress.

#### General

- GEN1. Ensure all policies and practice (curriculum and ethos) are inclusive, providing equality for all.
- GEN2. Ensure perceptions regarding equality, inequality and difference are challenged by all stakeholders.
- GEN3. Ensure that all students are making sufficient and measured progress with their targets for end of year and key stages and are enabled to meet their potential in public examinations.

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## ROOKS HEATH COLLEGE SINGLE EQUALITY SCHEME ACTION PLAN

Equality Strand & Priority	Strategies Actions to be completed	Success criteria	Personnel / Cost	Time scale	Measure of impact and monitoring	Evaluation
D1 & A1	<p>In absence of any capital funding to install lifts etc- Make reasonable adjustments to student timetable, rooming for lessons, venue of meetings, out of school activities etc to ensure activities take place in areas where access for disabled people is possible (areas other than top floor A and C Blocks) so that individual students or stakeholders can participate.</p> <p>Front of college electronic gates to be designed to ensure can be operated by disabled and able bodied.</p>	<p>All students can participate and access curriculum.</p> <p>Main entrance accessible for all.</p>	<p>All Staff.</p> <p>Cost - £40,000 No capital funding available . LA to consider funding provision.</p>	<p>On-going.</p> <p>2011/12</p>	<p>Access is easier for all stakeholders.</p> <p>Access gates operable by all stakeholders.</p>	
D2 & G1	<p>Ensure all children are able to access the full curriculum within and outside of school through use of reasonable adjustment and removing barriers. Use checklist of actions from Disability Equality in Education – Making it happen book p77-79 (Appendix 2 attached)</p> <p>All staff made aware of the impact of these changes and how they are able to ensure clear access.</p>	<p>All significant barriers are removed.</p> <p>All venues of visits are checked for accessibility for All.</p>	<p>All staff led by HT through staff meetings, discussions and training.</p>	<p>On going with appropriate risk assessments carried out</p>	<p>Students are able to access fully the learning environment and after college activities.</p>	

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D 3 & G3 & R3 & GEN 3	<p>Identify the trends within attainment for girls and boys, those with special needs and from ethnic minorities relating to progress from all results available</p> <p>Use relevant data to direct the need for different teaching strategies.</p> <p>Ensure that strategies are in place to close the gap for under attaining pupils</p>	<p>Staff are aware of the needs of the children in their classes and learning and teaching are made accessible for both genders, disability and ethnicity equally over the year.</p> <p>All staff are trained in meeting the needs of pupils from diverse backgrounds.</p>	Headteacher to lead with all staff involved	On going	Staff have an awareness of the need to deliver curriculum in different ways to all children when and where appropriate.	
D1, A1 and A2	Ensure that if capital funding becomes available for refurbishment/replacement or upgrade of A block and C Block access to top floors and improved facilities are integral to design/plan of works.	Physical access and ease is increased, Facilities will be easily accessible by any stakeholder with any type of disability.	Headteacher, Director of Business and Site Supervisors.		Feedback from disabled stakeholders.	
R1 & GEN 2	<p>Ensure that any barriers in college are broken down and ensure true access and positive attitudes.</p> <p>Ensure attitudes are not barriers stopping full access and integration to occur.</p> <p>Ensure that the barriers are addressed and rectified if found to be a block to success.</p> <p>Training on challenging inequality especially racism and bullying for any reason.</p>	<p>All stakeholders are aware of the barriers against true equality.</p> <p>College is better equipped to enable true and full access for all current and potential stakeholders</p> <p>All staff aware of how to challenge any racist comments and perceptions and how to report any incidents.</p>	Headteacher, All staff, Governors, Parents and Students.	On going	<p>Check that the College is implementing any changes identified as necessary to break down the barriers to enable full access.</p> <p>Discussion meetings with parents/carers, students and governors</p>	



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R2	Ensure that the principles of race equality underpin the full range of policies and practice. Screening of all policies for relevance.	All policies and action plans include a race equality dimension.	All staff and Middle and Senior Leadership Teams. Relevant Governor Committees	On going	Policies are in accordance with guidelines and identify race issues if any are raised.	
GEN 1	Review all school policies to include actions relating to Equalities Policies reviewed with access, disability, gender and race equality included in all. (For example Use questions raised from the Disability Equality in Education – Making it happen book p 69-75.) Appendix 3. attached)  Ensure that the Index for Inclusion indicators (Appendix 1 attached) are implemented in all areas for the school in culture, policies and practice.	Policies include comments on practices within school to enable all children, staff, parents and stakeholders to access all aspects of college life  All students, staff, parents/carers and stakeholders are inclusive in their thinking and practice.	All staff involved in reviewing policies  Governor Committees and full GB approval of policies	On going	Governors to assess the wording of policy statements relating to access, disability, gender and race.  The reactions of the stakeholders to equality for all	
All	Conduct and publish Equality Impact Assessments for all new or revised policies	Form an Equalities Impact Assessment Group  All policies take account of the needs of students, staff, students and all stakeholders in relation to all equality strands under the equalities Act 2010.	Chair Of Governor's and Headteacher to lead with Equalities Teacher.  Equalities Impact Assessment Group.	By end of Spring Term 2011.  On-going.	Equalities Impact Assessment Group established.  Equalities Impact Assessments published.	

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## Appendix 1 -Index for Inclusion – Indicators

Richard Rieser –Making it happen

### Dimension A – Creating Inclusive Cultures

#### **A.1 Building Community**

- A.1.1 Everyone is made to feel welcome.
- A.1.2 Students help each other.
- A.1.3 Staff collaborate with each other.
- A.1.4 Staff and students treat one another with respect.
- A.1.5 There is a partnership between staff and parents/carers.
- A.1.6 Staff and Governors work well together.
- A.1.7 All local communities are involved in the College.

#### **A.2 Establishing Inclusive Values**

- A.2.1 There are high expectations for all students.
- A.2.2 Staff, Governors, students and parents/carers share a philosophy of inclusion.
- A.2.3 Students are equally valued.
- A.2.4 Staff and students are treated as human beings as well as occupants of a ‘role.’
- A.2.5 Staff seek to remove all barriers to learning and participation in College.
- A.2.6 The College strives to minimise discriminatory practices.

### Dimension B – Producing Inclusive Policies

#### **B.1 Developing a College for All**

- B.1.1 Staff appointments and promotions are fair.
- B.1.2 All new staff are helped to settle into the College.
- B.1.3 The College seeks to admit all students from its locality.
- B.1.4 The College makes its buildings physically accessible to all people.
- B.1.5 All students, new to the College, are helped to feel settled.
- B.1.6 The College arranges teaching groups so that all students are valued.

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## **B.2 Organising Support for Diversity**

- B.2.1 All forms of support are co-ordinated.
- B.2.2 Staff development activities help staff to respond to student diversity.
- B.2.3 'Special needs' policies are inclusion policies.
- B.2.4 The Code of Practice is used to reduce the barriers to learning and participation for all students (The Code of Practice on the identification and assessment of special educational needs – DfES 2001)
- B.2.5 Support for those learning English as an additional language is co-ordinated with learning support.
- B.2.6 Pastoral and behaviour support policies are linked to curriculum development and learning support policies.
- B.2.7 Pressures for disciplinary exclusion are decreased.
- B.2.8 Barriers to attendance are reduced.
- B.2.9 Bullying is minimised.

## **Dimension C – Evolving Inclusive Practices**

### **C.1 Orchestrating Learning**

- C.1.1 Lessons are responsive to student diversity.
- C.1.2 Lessons are made accessible to all students.
- C.1.3 Lessons develop an understanding of difference.
- C.1.4 Students are actively involved in their own learning.
- C.1.5 Students learn collaboratively.
- C.1.6 Assessment encourages the achievements of all students.
- C.1.7 Classroom discipline is based on mutual respect.
- C.1.8 Teachers plan, review and teach in partnership.
- C.1.9 Teachers are concerned to support learning and participation for all students.
- C.1.10 Learning support assistants are concerned to support learning and participation for all students.
- C.1.11 Homework contributes to the learning of all.
- C.1.12 All students take part in activities outside the classroom.

### **C.2 Mobilising Resources**

- C.2.1 College resources are distributed fairly to support inclusion.
- C.2.2 Community resources are known and drawn upon.
- C.2.3 Staff expertise is fully utilised.
- C.2.4 Student difference is used as a resource for teaching and learning.
- C.2.5 Staff develop resources to support learning and participation

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## Appendix 2

### Reasonable adjustments in the classroom: a checklist (Richard Rieser – Making it happen)

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

#### 1. Pre-planning information.

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy, or from other agencies such as Educational Psychologists, Advisory Teachers or Health Professionals.

#### 2. What preparation have you made with the class/ group for:

- One to one peer support
- Collaborative teaming
- Group work
- Valuing difference of race, gender, ethnicity, disability or religion
- How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the classroom?

#### 3. Lesson planning: how will you support the needs of all learners?

- Consider:
  - - Timing
  - - Variation of activities
  - - Types of activities [concrete/abstract]
  - - Reinforcement of key ideas
  - - Extension work
  - - Recall of previous work
  - - Links to future work
  - - Clear instructions

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<ul style="list-style-type: none"><li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li><li>• Are you able to access specially adapted equipment for some students to enable them to participate fully? If not, can an alternative way be found?</li><li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li></ul>
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"><li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li><li>• Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?</li><li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li></ul>
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"><li>• Are written materials accessible to all: formats; readability; length; content?</li><li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li><li>• Appropriate use of augmented communication and ICT</li></ul>
<p><b>6. Self presentation</b></p> <ul style="list-style-type: none"><li>• Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?</li><li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li><li>• How will you use your voice in the lesson, e.g. volume, tone, and make sure all children are understanding you?</li><li>• Where will you position yourself in the classroom and when?</li></ul>
<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"><li>• Have you met with or at least communicated with support staff before the lesson?</li><li>• How are you going to use other adult support in the lesson?</li><li>• Does their use allow all children to be equally included in the class activities?</li><li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li><li>• If you are using withdrawal, how are the groups organised?</li></ul>
<p><b>8. Classroom organisation</b></p> <ul style="list-style-type: none"><li>• Is seating carefully planned and/or the activity accessible for pupils with: - mobility impairments e.g. circulation space, table height</li></ul>

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<ul style="list-style-type: none"><li>- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare</li><li>- visually impaired e.g. maximise residual sight, if touch can reach</li><li>- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li><li>- pupils with short attention span/easily distracted, e.g. sit on own</li><li>- learning difficulties who need a lot of support, e.g. next to peer supporter</li><li>- short attention span, e.g.: distraction free zone</li></ul> <ul style="list-style-type: none"><li>• What seating plans are you using and why?</li><li>• Will seating plans make use of peer support and how?</li></ul>
<p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"><li>• Friendship groupings?</li><li>• Mixed sex/same sex groupings?</li><li>• Mixed ability/same ability groupings?</li><li>• Specific pairs of pupils working together, e.g. stronger reader/weaker reader?</li></ul>
<p><b>10. How will you deal with unexpected incidents?</b></p> <ul style="list-style-type: none"><li>• Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies?</li></ul>
<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"><li>• the allocation of teacher and support staff time;</li><li>• being listened to/ paid attention to;</li><li>• being respected;</li><li>• achieving;</li><li>• interacting with their peers?</li></ul>
<p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"><li>• Do you have a scheme for assessing the achievements of all?</li><li>• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?</li><li>• How will you involve pupils in assessing their progress?</li></ul>

From Reasonable Adjustment Project DfES (2006)

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## Appendix 3

### CHECKLIST OF C POLICIES AND THEIR IMPACTS ON DISABLED PEOPLE.

(Richard Rieser –Making it happen)

#### 1. Educational Visits and Trips

- Does the school ensure that all pupils can participate in visits?
- Does the school make available to all staff planning trips the access, medication & personal care needs of pupils on a need to know basis?
- Does the school keep a data base of accessible venues, any barriers they may have and the reasonable adjustments required?
- Are all trips planned well in advance so risk assessments can be undertaken, activities planned and reasonable adjustments made?
- Are the extra costs of making reasonable adjustments shared or met from separate budgets?
- Does the school provide alternative activities for a group of disabled pupils and their peers when the activity is inaccessible?

#### 2. Homework

- When homework is set is it either accessible to all pupils or differentiated to meet the learning needs of all?
- If pupils need in-class support with their work, does the school make arrangements for that support to be available at breakfast, lunchtime or after school clubs where disabled pupils can attend with their friends?
- Does the school encourage peer support and collaborative learning?
- Is achievement rather than attainment prioritised and judged against each pupils level?
- Are reasonable adjustments made in the activities pupils are asked to under take and in the way that they do them?

#### 3. Behaviour

- Does the school operate a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour?
- Are the peers of disabled pupils taught the reasons why the school operated such a differentiated behaviour policy?
- Does the school train and use peer mentors?
- Does the school operate a self-controlled time out system for identified pupils?
- Are staff supported by outside agencies in developing their approach to behaviour?
- Are exclusions monitored for impairment on a regular basis?

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- Are all staff trained in the behaviour policy and practice and the reasons why a differentiated policy operates?
- Are support staff such as midday supervisors trained to run lunchtime activities?
- Is counselling available for pupils who need it?
- Are 'Circles of Friends' set up for pupils vulnerable to exclusionary pressures?
- Are person centred planning tools regularly used in the school?
- Does the school seek to develop emotional intelligence and give pupils a range of strategies for dealing with conflict?

## **4. Health and Safety Policy**

- Do Health and Safety Inspections record risks to disabled people such as slippery floor coverings or non-adapted equipment e.g. mounted electric drills at the wrong height?
- Does the school have evacuation procedures which accommodate disabled people?
- Does the school carry out all necessary risk assessments for the particular circumstances and of any specific disabled pupil?
- Does the school arrange for training for all staff involved in procedures that carry risks such as lifting and handling, administration of medicines or personal care or invasive procedures?
- Does the school have in place all necessary procedures for servicing/ maintaining pupil aids and appliances?
- Does the school accident reporting system allow for monitoring by impairment?
- Does the policy identify hazardous situations for disabled people such as strobe lighting, chemicals or allergens?

## **5. School Clubs and the Extended Day**

- Are disabled pupils' access needs supported to attend school clubs and the extended day?
- Has the school and Local Authority reorganised transport so disabled pupils can attend?
- Have club & extended day activities been planned in an inclusive way?
- Is peer support and collaboration encouraged in these activities?
- Is pupil participation and achievement more important than attainment in these activities?

## **6. Staff Recruitment and Retention Policy**

- Does the school monitor the number of staff it has who count as disabled people under the DDA?
- Has the school set targets for the recruitment of disabled staff?
- Does the school operate a policy of positive discrimination up to target levels?
- Does the school give automatic interviews to applicants who are disabled who meet the minimum person specification?



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- Does the school provide reasonable adjustments for disabled staff e.g. accessible accommodation, allowing additional time off for disabled staff, if necessary?
- Does the school encourage disabled staff to get support from Access to Work(Job Centre Plus)?
- Does the school operate measures to train and promote disabled staff?
- Have school managers and Governors had Disability Equality Training?
- Does the school support disabled staff in regularly meeting together to provide feedback on how school policies and procedures impact upon them?
- Does the school make reasonable adjustments to retain staff who develop impairments during the course of their employment?

## **7. Anti-bullying policy**

- Does the school anti-bullying policy specifically itemise the range of name-calling, unwanted comments and physical and psychological bullying which can be directed at disabled children and adults?
- Does the policy allow for the recording and monitoring of all such occurrences?
- Are disabled children and adults at the school positively encouraged to report all such occurrences?
- Have all pupils received training on disablism alongside training on sexism, racism/ Islam phobia and homophobia in such a way that they empathise with the unfairness and injustice of such behaviour and attitudes?
- Have staff been trained to identify disablist bullying and name calling?
- Are pupils trained/appointed as 'bully busters' or 'peer mediators'?
- Are all staff made aware of the anti-harassment guidance for staff and is it implemented?

## **8. Sickness Monitoring and Leave**

- Does the school distinguish between time off arising from disabled staff's underlying impairment and general sickness?
- Does the school allow disabled staff additional time off for treatment for their impairing condition without penalising them?
- If staff develop a long-term impairment during the course of their employment does the school make adjustments such as light duties as a reasonable adjustment?
- Does the school vary the duties of disabled staff where necessary as a reasonable adjustment?

## **9. Equal Opportunities Policy**

- Does disability equality have a separate strand in the school's Equality Policy?
- Has the school developed a mission/vision statement about what it means about promoting disability equality?

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- Has the school considered the multi-layering of different equality issues for disabled people e.g. gender and disability, race or ethnicity and disability, sexual orientation and disability, age and disability, religion and disability?
- Has the school set up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community?
- Are the school's databases sufficiently detailed to reflect the performance and outcomes of disabled pupils as compared to non-disabled and sufficiently broken down by impairment groups to reflect barriers?
- Are potential barriers in admissions, progression and transition identified and solutions to diminish or remove them included in policies?
- Do disability policies have clear action targets and a timescale for implementation?

## **10. Medical and personal care needs**

- Have disabled children and their parents been consulted on how they want the procedure or administration of medication carried out?
- Does the dignity and discomfort of the disabled pupils' figure as a major determinant of how procedures are developed?
- Are sufficient staff trained in the necessary procedures?
- Are all staff aware of what to do in a medical emergency?
- Are all teaching and support staff aware of the medical needs of each pupil on a confidential basis, with parental permission?
- Does a state registered nurse or doctor provide staff training on invasive care and administration of medicines?
- Are risk assessments carried out so that are specific to the circumstances in each case?
- Does the school encourage disabled pupils, wherever possible, self-administer medicines and undertake procedures such as insulin injections or catheters?
- Does the school support the empowerment and development of self-esteem of the disabled pupils concerned?

## **11. Sex Education Policy**

- Does the school sex education policy specifically take account of the needs of disabled children?
- Is the issue of sexual abuse and the right to say 'No' covered for disabled pupils with learning difficulties or those with communication impairments?
- Are the parents of all disabled children encouraged to allow their disabled children to have sex education?
- Are disabled pupils encouraged to recognise their developing sexuality?
- Are all pupils encouraged to respect difference and respect each other's identity?
- Are sex education materials available in a differentiated format suitable and accessible for all pupils?

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## 12. Pupil participation in decision-making

- Does the School Council have disabled representatives e.g. Are places reserved for disabled pupils?
- Are disabled pupils given positions of responsibility such as playground buddies or mentors?
- Are the achievements of disabled pupils regularly celebrated at assemblies?
- Is space created in whole class forums or discussions for disabled pupils to express their views?
- Do staff know how to encourage and support disabled pupils in expressing their views?

## 13. Premises and Lettings Policy

- Does the school have an access policy?
- Does the school access policy follow the DfES Template?
- Does the school examine all capital projects to maximise access and reasonable adjustment?
- Does the school's letting policy itemise the access provided by the venue?
- Does the school's lettings policy specify the type of adjustments that the school and other local services can provide?
- Is information about lettings provided in accessible formats e.g. Easy Read, Audio Tape, electronically or pictograms?
- Is the school's point of contact with the public fully accessible?
- Have school staff dealing with the public had disability equality training e.g. office staff, school keeping staff or the Bursar?
- Have evacuation procedures been developed and do they take full account of the needs of disabled people?

## 14. Complaints procedure

- Is this available for disabled parents (or carers) in a range of formats e.g. easy read, large print, audiotape?
- Does the school urgently seek to resolve any issues of concern raised by parents about their disabled children or by disabled pupils?
- Does the school have extra stages built into its complaints procedure to seek to resolve issues for disabled people?
- Are disabled Governors or outside experts on disability equality involved in resolving complaints?

## 15. Governance

- Are all Governors aware of their statutory responsibility to promote Disability Equality?
- Is the Governing Body and School developing an inclusive ethos?

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- Does the Governing Body have regular training on the Disability Equality Duty?
- Does the Governing Body have disabled members and are they prepared to lead on inclusion and disability equality issues?
- Are Governors' meetings and proceedings accessible?
- In Governors' elections and co-options is positive discrimination exercised to appoint disabled governors?
- Does the Governing Body have disability monitoring results regularly presented to them?
- Has the Governing Body held consultations with disabled staff, pupils, parents and the local community to impact-assess their policies?
- Does the Governing Body have an Action Plan on meeting their responsibilities under the Duty to Promote Disability Equality?
- Are all Committees of the Governing Body contributing to developing the School Disability Equality Scheme?
- Does the Governing Body have a School Access Plan?
- Have they extended it to cover the new duties on disability?
- Have Governors revised school policies to fit the anticipatory duty and the duty to promote disability equality?

## 16. Curriculum Policy

- Does the school ensure that all pupils gain an understanding of the discrimination disabled people face and the negative attitudes and stereotypes that can commonly occur?
- Does the school ensure that some part of the curriculum in each year raises disability equality issues?
- Does the school ensure disability equality is raised in PHSE and Citizenship?
- Do disabled pupils feel comfortable explaining to their peers about the nature of their impairment, what prejudices they face and how they wish to be treated?
- Are disabled adults from local disability organisations encouraged to regularly address pupils?
- Are the achievements of disabled people displayed in positive ways?
- Do teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils e.g. negative stereotypes in literature, or arguments about terminating disabled babies in Religious Education or Biology?

## 17. Teaching and Learning

- Does the school ensure all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching?
- Is joint planning time made available during the school day for teachers and teaching assistants on a regular basis?
- Are staff familiar with P-Scale target setting and assessments for pupils with learning difficulties?

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- Have all staff had Disability Equality Training and applied the outcomes to their planning and teaching?
- Do all teachers prioritise the essential knowledge they wish all pupils to gain from the lesson?
- Do all teachers organise the styles and methods of learning to suit the multi-various way pupils learn best?
- Do all teachers consider and implement the modifications necessary for the range of needs in the class?
- Do all teachers consider how pupils will demonstrate what they have learned?
- Do all teachers consider how to optimally organise the classroom for learning for all - in terms of layout, grouping, materials and use of support?

See attached checklist on 'Creating an effective learning environment in which reasonable adjustments can take place' from DfES Rap Project.

## **18. Monitoring & Assessment Policy**

- Does the school identify all disabled pupils in their databases?
- Does the school have ways to identify all disabled parents and their access needs?
- Does the school identify all disabled staff and their access needs?
- Do teaching staff ensure that they have methods in place to establish what disabled pupils have learned in each lesson?
- Is the progress disabled pupils make systematically recorded and monitored?
- Do staff know the adjustments that different disabled pupils they teach require e.g. extra time or an amanuensis?
- Are individual disabled pupils achievements recorded in addition to their general attainment levels?
- Do all teaching staff know how to differentiate the work for disabled pupils?
- Does a senior member of staff know how to apply for adjustments from the Exam Boards and the range of adjustments available from different Boards?