

# ERCALL WOOD JOINT DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN

The college is committed to ensuring equal treatment of all its students, employees and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery. We will continue to develop a culture of inclusion and diversity in which disabled people can participate fully in school life.

## DEFINITION OF DISABILITY

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

The Disability Discrimination Act 2005 amends the definition of disability, removing the requirement that a mental illness should be 'clinically well-recognised'.

People with HIV, cancer and multiple sclerosis will be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse affect on their ability to carry out normal day-to-day activities

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

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the aims of the Governing Body of the college to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA and to fulfil its general duties under the same Act towards staff and other service users.

## COLLEGE DATA

The College currently has 150 students on the Special Needs Register.

Need	MLD	SpLD	SLCN	BESD	ASD	PD	VI	HI	Other
Number of students	26	10	11	16	6	5	2	6	2

Key:

- **MLD** Moderate Learning Difficulties
- **SpLD** Specific Learning Difficulties (Dyslexia)
- **SLCN** Speech, Language & Communication Needs
- **BESD** Behavioural, Emotional & Social Difficulties
- **ASD** Autistic Spectrum Disorder
- **PD** Physical Disability
- **VI** Visual Impairment
- **HI** Hearing Impairment

The school does not currently have any disabled staff.

## GENERAL DUTIES

The general duty builds upon the duties of the Disability Discrimination Act 1995 including the duty to make reasonable adjustments to make sure disabled people are not placed at a disadvantage.

For students this includes:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information, this is provided in writing for pupils who are not disabled such as the provision of Braille where appropriate.

The college follows guidance from the SEN and Disability Act 2001. The college does not discriminate against disabled children in their admission arrangements, and we take reasonable steps to ensure that the children are not placed at a substantial disadvantage to those who are not disabled. Staff aim to enable the fullest possible participation of pupils with disabilities or particular needs in all subjects, making provision, where necessary, to facilitate access to activities. Advice and support are sought from external specialists where it is required

The school's policies, practices and procedures reflect the school's aim to give all children, regardless of gender, race, culture or disability, equal access to all experiences and opportunities. On admission of a disabled pupil, the school would consider the following:

- School policies, practices and procedures relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines.
- The physical environment of the school.
- The curriculum.
- The ways in which information is provided for disabled pupils.
- The priorities currently set in other plans, particularly the School Improvement Plan.

At Erccall Wood Technology College we aim to meet our specific duty in the following ways:

- Involvement of disabled people in developing the scheme
- Developing a voice for disabled students, staff and parents/carers
- Encouraging participation in public life by disabled people
- Eliminating harassment and bullying
- Promoting positive attitudes towards disabled people
- Removing barriers
- Assessment of impact
- The Governing Body
- Collecting disability data.
- Reviewing and monitoring

The views and aspirations of all stakeholders are sought through the school's existing systems such as questionnaires and individual interviews with the SENCO and other staff. Governors have been consulted over this plan. Parents, carers, students and other agency views will be sought to amend the plan should the need arise.

The plan will be reviewed annually to assess the impact on disabled people. A report will be made to the governing body which will then be made available to parents/carers. This will be notified through the school newsletter.

## SPECIFIC DUTY

**INVOLVEMENT OF DISABLED PEOPLE IN DEVELOPING THE SCHEME** Ercall Wood Technology College will consult with disabled students, staff, parents, carers and service users in the ongoing development of the Disability Equality Scheme and Accessibility Plan by:

- IEP and Annual reviews with SEN students/parents
- Analysis of available school disability data
- Meeting with parents/carers at consultation evenings

**DEVELOPING A VOICE FOR DISABLED STUDENTS, STAFF AND PARENTS/CARERS** Ercall Wood Technology College will continue to develop opportunities for disabled students, staff and parents/carers by:

- Including students and parents/carers in review meetings
- Use of the school council
- Involvement of the governing body
- Through the curriculum including PSHE

**ENCOURAGING PARTICIPATION IN PUBLIC LIFE BY DISABLED PEOPLE** Ercall Wood Technology College ensures that disabled students, staff, parents and carers are represented and encouraged to participate in:

- Drama and Music Performances
- Sports Activities
- School Council
- Extra-curricular activities

Disabled students are included fully in school life. However, as with all students. Risk assessments will be undertaken where necessary to ensure the safety of all participants in any activity.

**ELIMINATING HARASSMENT AND BULLYING** Ercall Wood Technology College has a clear policy on anti-bullying. People who feel they have experienced disability discrimination in the way the School has treated them may make a complaint through its usual complaints procedure. We have grievance and disciplinary procedures in place and a policy on dealing with of harassment relating to employees. We will take all complaints seriously and will not tolerate any form of discriminatory behaviour.

**PROMOTING POSITIVE ATTITUDES TOWARDS DISABLED PEOPLE** Ercall Wood Technology College promotes positive attitudes towards disabled people by:

- Ensuring displays and resources reflect diversity.
- Staff taking IEP's into account in all areas of school life
- Use of outside agencies to support training
- Suitable use of the curriculum to positively promote difference

**REMOVING BARRIERS** Ercall Wood Technology College removes barriers by:

- Not excluding disabled students from school trips unless a full risk assessment indicates that participation should not take place. Additional staff may be allocated to accompany solely those students with specific needs.
- Ensuring that the curriculum meets the need of all learners through adaptation of resources and techniques or through the use of specialist resources. This may include specialist ICT packages.
- Availability of all text based information in a different form where required, e.g. Braille, large text both for students and for parents and carers e.g. newsletter. School publications such as the prospectus and newsletters will be in a clear font such as Ariel.
- Including increased provision of disabled access in all future building plans. This will include toilets, changing rooms, suitable lighting and signage, ramps and lifts. It is acknowledged that the current site has considerable physical restrictions in access. The college continues to work with the Local Authority to remedy this wherever possible.
- Provision of specialist furniture where necessary
- Where alterations need to be made or specific equipment is necessary to improve access and the working environment for a disabled employee, some funding may be available through the 'Access to Work' programme.
- All appropriate staff are made aware of information specific to the students they come into contact with.
- Strong links exist with external partners to utilise their expertise and support where appropriate e.g. at IEP/Annual review meetings.
- Events for parents/carers such as presentation and parents evenings are held in fully accessible parts of the school. Where this is not possible, individual arrangements must be made with parents/carers to enable participation.

**IMPACT ASSESSMENT** Ercall Wood Technology College will undertake Impact Assessments by using existing procedures for reviewing the provision for disabled students e.g. IEP/Annual Reviews.

**THE GOVERNING BODY** Governors meetings will be held in locations that are accessible to disabled people when the need arises.

Parents and students are made aware of how the Governing Body contributes to school life through the school website and newsletters.

**WHAT DISABILITY DATA IS CURRENTLY** collected Ercall Wood Technology College currently collects the following disability data:

1. For all students, including those with additional needs:-

- Admission forms (medical details)
- Home and contact details

2. For students with additional needs:-

- SEN IEP/Annual Reviews
- SEN Register
- Integration of disabled students including access into the curriculum.

3. For staff:-

- The total number of disabled staff
- Number of appointments of disabled staff
- Applications from disabled people.

**REVIEWING AND MONITORING** The above data is reported on an annual basis to the governing body and other bodies such as the Local Authority on request.