



Disability Equality Action Plan Policy

Date reviewed by the Governing Body: 30 March 2017

Signature of Chairperson: _____

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DISABILITY ACTION PLAN

1. Introduction

This Disability Access Plan sets out an approach to promoting disability equality in each and every aspect of school life.

Our Disability Access Plan embraces all aspects of disability whether this relates to pupils and their parents and carers, staff and members of the wider school community.

Our understanding of disability is that provided by the Disability Rights Commission:-

“A person is disabled if they have a mental or physical condition which has a substantial and long term effect on their ability to carry out normal day to day activities”.

In this definition, substantial means more than minor or trivial and the phrase long term means more than one year.

This is our initial statement.

2. Our involvement of disabled children, young people and adults in the development of our Scheme.

2.1 We set out from the outset to actively engage:-

1. Disabled children and young people and their parents and carers.
2. Disabled staff.
3. Disabled members of the wider community.

2.2 We have involved disabled children and young people by:

- consulting with disabled pupils in school
- consulting with the carers of our disabled pupils
- consulting with members of the School Council
- consulting with the parents of our disabled children
- consulting with pupils who attend schools for disabled children in this area

2.3 We have involved disabled staff by:-

- consulting with disabled staff in school
- consulting with the staff of schools for disabled children in this area
- asking the opinion of union representatives
- considering the guidelines set out by the Education Authority

2.4 We have involved disabled members of the wider community by:-

- consulting with organisations for the disabled in the community
- asking the opinion of union representatives
- considering the guidelines set out by Carmarthenshire County Council

3. Extending our disability awareness

3.1 To extend our awareness and understanding of disabled people and the ways in which we can promote equality of opportunity we have worked with:-

- other schools
- professionals from non-school settings
- other agencies
- practitioners from the voluntary sector

3.2 We have sustained this involvement by a range of means: -

- general discussion groups
- focus groups
- representative groups
- mail and e-mail forms for pupils, parents, staff and the wider community

3.3 We recognise that through the direct involvement of disabled people we have: -

- secured invaluable advice
- better understood the barriers they face
- explored what might be done to overcome these barriers
- learned how best we might promote disability equality for young people.

4. Our arrangements for gathering information on the effect of our policies and practices on disabled people.

4.1 We have examined the impact of our policies and practices on disabled people in terms of:-

- recruitment and retention of disabled employees
- opportunities for disabled pupils
- disabled pupils' achievements
- the involvement of disabled parents/carers.

4.2 We have also looked at the impact of our policies and practices on disabled users of our school premises at other times.

5. The analysis of our information and the areas we are targeting for improvement

5.2 The information that we gathered was analysed and this generated some examples of our good practice as well as key areas for improvement.

The following information will be collected:-

- trends, over a period of time, concerning the employment of disabled persons
- qualitative information from disabled workers
- disabled pupils' performance data
- disabled pupils' discipline data
- statistical and qualitative information concerning the effect of intervention on disabled pupils.

The information will be used in the following ways:-

- in reports to meetings of the Governing Body
- in condensed annual reports to the Governors
- discussions of the Senior Leadership Team and subject departments self-evaluation and when drawing up annual development plans.
- for consideration when making decisions with regard to staffing, curriculum and resources.

Our areas of good practice include:-

- The Special Needs Department is already coping well with pupils who have a range of disabilities and difficulties.
- An accessibility plan exists in school.
- The schools have, in the past, consulted with teachers and special needs assistants with regard to the accessibility plan and propose to do so in the future with this plan.
- The Governing Body's annual report refers to the suitability of the school building for disabled pupils.
- Disabled pupils are integrated into all school activities such as registration, services, trips and so forth.
- Disabled pupils often receive prizes during morning services.
- Every disabled pupil in school has access to courses which lead to recognised external qualifications.
- School staff have attended training courses in how to lift and handle disabled pupils.
- School co-operates well with external staff supporting disabled pupils, such as pupils with sight impairment.
- The head of the school Special Needs department and/or the Head of Year 7 visits the "family" of primary schools to find out about pupil disabilities and problems during January of the transfer year, so that plans can be made for their needs in readiness for Year 7 in September.
- School extracurricular activities are open to all pupils.
- The school works closely with the parents of children who have problems and disabilities.

5.3 The areas where we need to secure improvement include: -

- Training for school managers and staff and improving awareness of disability matters and the implications of recent legislation.
- Improving our methods of collecting and analysing information on staff and pupil disability matters.
- Gaining experience by consulting with schools, institutions and organisations on disability matters.
- School lacks the facilities for using a trampoline for "rebound therapy";
- Appointing more specialised teachers and staff to deal with a variety of disabilities.
- Providing a programme of training regarding disability matters in schools.

- Better preparation of our school pupils on how to treat disabled pupils; pupils leave bags in the corridors instead of using the shelves provided by school.
- Providing more resources for disabled pupils, namely large print books, updating ICT equipment and resources.
- Adapting the curricular content for pupils with a sight impairment, as well as increasing the print size.
- Conducting a term by term inspection of the buildings shortcomings when considering the expectations of pupils with a variety of disabilities.
- Working more closely and regularly with external agencies and experts in the field of disability matters so that we can improve our provision.
- Increasing the number of disabled workers who are employed in the school.
- To conduct a survey of the disabilities of primary school pupils so that secondary school provision can be planned in good time and then act on the information.
- Make further attempts to include pupils with disabilities in whole-school events such as the school sports.

6. Our Action Plan

6.1 We recognise that we cannot do everything at one. We have agreed upon the following priority areas for improvement over the next three years: -

- Training for school managers and staff and improving awareness of disability matters and the implications of recent legislation.
- Improving the experience of the leaders and managers of our school in by consulting with schools, institutions and organisations on disability matters.
- To conduct a survey of the disabilities of primary school pupils so that secondary school provision can be planned in good time and then act on this information.
- Improving our methods of collecting and analysing information on staff and pupil disability matters.

6.2 We recognise that to be effective we need to make our action plans specific and we have set out each of the key actions that we will be taking. We have identified key individuals to deliver each of these actions and we have tried to be as clear and as explicit as possible about the improvements we expect will arise from these actions. We recognise that any positive changes resulting from these actions only make sense if they are recognised as improving things for disabled people and we have therefore set out our approach to involving disabled people in the evaluation of these outcomes.