Morley Primary School

Belonging Policy (Equalities)

‘This policy has been reviewed on ... and has been impact assessed in the light of all other school policies and the Equality Act 2010.’

Headteacher: Kate Marsland

Chair of Governors: Jim Campbell

Last reviewed: November 2019
Policy Review Sheet

Morley Primary School

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MORLEY PRIMARY SCHOOL

Policy for Belonging
(Difference, Disability and Equality)

Incorporating the Disability Equality Scheme

Signed:

Headteacher: Kate Marsland
Chair of Governors: June Elwell

Developed: Belonging Working Party
Reviewed: TLC Committee
Ratified: Full Governing Body

Date: November 18
3-year period covered by the scheme: June 18-June 21

Introduction

Duties under Part 5A of the DDA require the Governing Body to:
• promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
• prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the Governing Body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:
• 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 which is provided in writing for pupils who are not disabled.

This scheme incorporates the school’s plans to increase access to education for disabled pupils.

1: Starting points

1.1: The purpose and direction of the school’s scheme

Our school vision, written by the pupils, explains the purpose and direction of all our work. One of our 8 key aims reflects Morley pupils’ intention to promote equality for all people in school, in all aspects of school life.

Morley pupils want their school to be the best school ever. With adults and children working together, caring for each other, having fun and taking pride in all we do, we aim to bring out everyone’s skills and be the best that we can be.

To respect everyone, thinking about others and appreciating everyone as an individual

This vision, and the aims stated in order to achieve this, have been written by the pupils, and developed by parents, staff and the Governing Body. This Policy and Scheme for Belonging has been drawn up by a Working Party of stakeholders from the school and community.

The General Duty
• promote equality of opportunity between disabled people and other people;
• eliminate discrimination that is unlawful under the Disability
  Discrimination Act;
• eliminate harassment of disabled people that is related to their disability;
• promote positive attitudes towards disabled people;
• encourage participation by disabled people in public life;
• take steps to meet disabled people’s needs, even if this requires more
  favourable treatment.

1.2: Involvement of disabled pupils, staff and parents

Involving disabled people is a requirement of a scheme and brings real benefits
in terms of;
• Providing insights into the barriers faced by disabled pupils, staff and
  parents
• Developing expertise in identifying ways to overcome these barriers
• Improving working relationships between schools and disabled pupils,
  staff and parents. .

At Morley Primary, we welcome the views and opinions of all stakeholders.
Our Working Party included representatives of the groups who use the school,
parents (including those of disabled pupils), staff, Governors (including Hearing
Impaired adults) and pupils (including disabled pupils).

1.3: Information gathering

Morley Primary School defines Disability in line with the current definitions in
the Disability Discriminations Act (DDA). This means that is this school we
define Disability as:

‘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.’

Definition of the terms:
• ‘physical impairment’ includes sensory impairments;
• ‘mental impairment’ includes learning difficulties and an impairment
  resulting from or consisting of a mental illness;
• ‘substantial’ means ‘more than minor or trivial’; and
• ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden
impairments such as dyslexia, autism, speech and language impairments,
Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount
to a disability, but only if the effect on the person’s ability to carry out normal
day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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 risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

In our school the following adjustments are made to support school users who have a disability:
  a) Use of hearing resources such as radio aids
  b) Additional adult/pupil support to aid dexterity
  c) Speech and language therapy
  d) Lego therapy/Social stories

Our current disabled population is:

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<tr>
<td>Mobility</td>
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<td>Manual dexterity</td>
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<td>Physical co-ordination</td>
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<td>Memory or ability to concentrate, learn or understand</td>
<td>1.3</td>
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<tr>
<td>Perception of risk of physical danger</td>
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We have gathered information from a number of sources.
• We have surveyed all current staff, pupils, parents, carers and users of the school to gain their views on current provision and future aspirations.
• We have contacted local groups and asked for their views.
• We have discussed the issues with feeder nursery providers in the area.
• We have jointly discussed access with other local schools.

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision, we would encourage people to make their needs known to us so that we can ensure that they do have full access.
We recognise that this is our first Disability Equality Scheme and that we need, as one of the priorities for the action plan to look at how we can keep this information up to date and involve members of the disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed in three years’ time.

- We have also gathered information about recruitment, development and retention of disabled employees.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process by use of the Local Authority’s questionnaire, and by our school induction process. This information will be collected throughout the life of the Disability Equality Scheme and will inform the priorities for the next scheme.

We have discussed the need to have information on disability with current staff and have collected this information by means of a questionnaire. As the staff population is so small, meaning that individuals could easily be identified, we will keep this information confidential.

Educational opportunities available to and the achievements of disabled pupils.

Information about disabled pupils which is already available to the school comes from parents, staff and the Inclusion service.

From the analysis of the information we have collected about the participation of disabled pupils we have decided on the following priorities for the Disability Equality Scheme (these could be the same priorities as the Accessibility Plan).

*Priority 1: Ensure that all pupil needs for disabled pupils are met in order to access the full curriculum.*

*(transfer this priority to Section 2 Promoting Equality Of Opportunity)*

*Priority 2: Audit the curriculum for issues relating to disability and equality.*

*(transfer this priority to Section 2 Promoting Equality Of Opportunity)*

*Priority 3: To ensure that all school policies include reference to the Disability Equality Scheme*

*(transfer this priority to Section 2 Promoting Equality Of Opportunity)*

*Priority 4: To increase the quantity of resources that depict disability positively and equality of race and gender.*

*(transfer this priority to Section 2 Promoting Equality Of Opportunity)*

*Priority 5: To ensure staff receive training on the implications of the Disability Equality Scheme*

*(transfer this priority to Section 2 Promoting Equality Of Opportunity)*
From this analysis we have also decided that some issues can be addressed by making reasonable adjustments.

The achievements of disabled pupils

We have analysed the achievements of our disabled pupils against the same success criteria we use for all our pupils including:

- exams;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in Every Child Matters.

From this analysis we have seen that most disabled pupils make equal rates of progress to non-disabled pupils.

*Our priority is to ensure that all disabled and SEN pupils make an equal rate of progress to their peers.*

*(transfer this priority to Section 2 Promoting Equality Of Opportunity)*

Information on disabled parents, carers and others using the school.

Schools are not required, under the specific duty, to gather information on other disabled people using their services, such as disabled parents and carers of children at the school, or disabled members of the community attending school events. However, the general duty still applies to these groups and, if schools are able to collect such information, they will be in a better position to show how they are promoting disability equality for disabled people using the school.

At Morley School we include representatives from all groups within the community in our Working Party on this Belonging Policy and Scheme.

### 1.4: Impact assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of current policies will be by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents; and
- the information that the school holds on the disabled pupils, staff and parents.

Over the lifetime of the scheme we will assess the impact of on disabled people of our current policies. We will involve disabled people in prioritising what is to be looked at first. Impact assessment will be incorporated into the school’s planned review and revision of existing policies and into the process of developing new policies.
2: Identifying the main priorities for our school’s scheme and deciding actions.

The priorities for the school’s scheme have been set in the light of:
- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Priorities identified are about:
- Improving information;
- Improving the involvement of disabled pupils, staff and parents.
- Ensuring that all pupil needs for disabled pupils are met in order to access the full curriculum.
- Auditing the curriculum for issues relating to disability and equality.
- Ensuring that all school polices include reference to the Disability Equality Scheme
- Increasing the quantity of resources that depict disability positively and equality of race and gender.
- Ensuring staff receive training on the implications of the Disability Equality Scheme

The actions we will take to promote equality of opportunity will address the six elements of the general duty:

Promoting equality of opportunity

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life.

We have incorporated priorities from our accessibility plan into the scheme. These are:

Priority 1: communication with parents of future disabled pupils
Priority 2: staff training
Priority 3: disability awareness

Eliminating discrimination

We are working proactively to eliminate discrimination, for example:
- by awareness raising and staff training:
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.

Eliminating harassment
We are working proactively to eliminate harassment. We will:
- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

Promoting positive attitudes

We are working proactively to promote positive attitudes to disability, for example:
- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school;
- through positive images in school books and other materials.

Encouraging participation in public life

Disabled pupils, staff and parents are encouraged to participate in school life:
- they see their disabled peers included and succeeding in the life of the school;
- disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.

Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

We will ensure that the policies of the school and the climate of the school is designed to meet disabled pupils needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment.

3: Making it happen

3.1: Implementation

In order to ensure that the scheme is effectively implemented we will ensure that:
- the scheme is supported by a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:
- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
• clear timescales;
• a specified date and process for review.
The scheme will be linked to both the full School Improvement Plan and the Accessibility Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

Evaluation

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:
• our school improvement partner; and
• Ofsted, when the school is inspected.

3.2: Publication

The school’s scheme is published as a part of the school’s equal opportunities policy and is available from the school office.

This scheme was published on 25th June 2018 and will be in operation until June 2021.

3.3: Reporting

We will report annually on:
• the progress we have made on our action plan; and
• the effect of what we have done.

The report on the scheme will be made within the school prospectus where the school is required to report on its accessibility plan.

3.4: Reviewing and revising the scheme

As part of the review of the scheme, we will:
• revisit the information that was used to identify the priorities for the scheme; and
• re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:
• involve disabled pupils, staff and parents; and
• be based on information that the school has gathered.

Over time we will align our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.

The action plan is held within the School Improvement Plan
Policy for Belonging, Difference and Equality

Legal framework

1. We welcome our duties under the Disability Discrimination Acts 1995 and 2005; the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Sex Discrimination Act 1975 as amended by the Equality Act 2006; and the expectation in the Equality Act 2010 that we should eliminate discrimination, promote equality of opportunity, diversity and good relations in relation to age (as appropriate), disability, ethnicity, faith and religion, gender, and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations referred to above, we are guided by nine principles:

   **Principle 1: All learners are of equal value**

   We see all learners and potential learners, and their parents and carers, as of equal value:
   - whether or not they are disabled
   - whatever their ethnicity, culture, national origin or national status
   - whatever their gender and gender identity
   - whatever their religious or non-religious affiliation or faith background
   - whatever their sexual identity.

   **Principle 2: We recognise and respect difference**
Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment

**Principle 4: Staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

**Principle 6: We consult widely**
We engage with a range of groups and individuals to ensure that those affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

○ disabled people as well as non-disabled
○ people from a range of ethnic, cultural and religious backgrounds
○ both women and men, and girls and boys
○ gay people as well as straight.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

○ disabled people as well as non-disabled
○ people of a wide range of ethnic, cultural and religious backgrounds
○ both women and men, girls and boys
○ gay people as well as straight.

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

○ disability
○ ethnicity, religion and culture
○ gender

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

○ disability
○ ethnicity, religion and culture
○ gender

**Action plans**

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress in order towards achieving them.
The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 4 above.

Ethos and organisation

9. We ensure that the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
   ○ pupils’ progress, attainment and achievement
   ○ pupils’ personal development, welfare and well-being
   ○ teaching styles and strategies
   ○ admissions and attendance
   ○ staff recruitment, retention and professional development
   ○ care, guidance and support
   ○ behaviour, discipline and exclusions
   ○ working in partnership with parents, carers and guardians
   ○ working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 – 3:
   ○ prejudices around disability and special educational needs
   ○ prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
   ○ prejudices reflecting sexism and homophobia.

11. There is guidance in the staff handbook (it’s in a file in my office, and on my pc) on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

13. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.

14. A member of the governing body has a watching brief regarding the implementation of this policy.
15. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

17. All staff are expected to:
   ○ promote an inclusive and collaborative ethos in their classroom
   ○ deal with any prejudice-related incidents that may occur
   ○ plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
   ○ support pupils in their class for whom English is an additional language
   ○ keep up-to-date with equalities legislation relevant to their work.

**Information and resources**

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

**Religious observance**

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

**Staff development and training**

21. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**Breaches of the policy**

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

**Monitoring and evaluation**

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Background and acknowledgements

1. Source: This model policy was developed in Derbyshire, drawing for some its phrasing from documents developed by other local authorities and by the Department for Children, Schools and Families (DCSF).
2. In its overall framework the Derbyshire policy on equalities in education is based on the race equality policy that it developed in response to the Race Relations Act 2000, and that was included in Here, There and Everywhere: belonging, identity and equality in schools published by Trentham Books for Derbyshire Advisory and Inspection Service in 2004.
3. The list of principles at paragraph 4 is adapted from material in Equality Impact Assessments: a workbook, published by the Department for Children, Schools and Families in December 2007, and revised in November 2010.
4. The model statement takes into account guidance issued by other local authorities. These include Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle and Sheffield.

Features of the model

5. The Derbyshire model contains the following features.

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.
- There are references where appropriate to religious affiliation and identity.
- There are references where appropriate to sexual identity and to challenging homophobia.
- The duty to promote community cohesion is integrated into the policy, particularly but not only in the third of the seven principles.
- Disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring equality schemes and policies was introduced.
- The phrasing at certain points reflects the specific duties required by the Equality Act 2010, particularly the duties to publish information (principle 8), to engage with interested groups and individuals (principle 6), and to formulate and publish objectives (principle 9).
Appendix 1

Derbyshire County Council

Equalities in the UK: legal frameworks

(This is an extract from Holding Together: equalities, difference and cohesion, published for Derbyshire by Trentham Books in summer 2009)

Introduction

At present (summer 2009) there are three major pieces of equality legislation affecting schools in Britain, concerned respectively with disability, ethnicity and gender. On 27 April the government published proposals for simplifying and streamlining the duties which schools and other public bodies must fulfil. It is expected that these will be incorporated into the Equality Act 2010.

This chapter summarises the duties currently in force. The requirements in them distinguish between (a) ‘the general duty’ and (b) ‘specific duties’. A further distinction is drawn between (a) specific duties concerned with policy development and service delivery and (b) specific duties concerned with employment.

The three frameworks are described below. In addition, towards the end of the chapter, there is brief information about several other pieces of legislation.

Disability equality

The general duty

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to:

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- 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 people more favourably.

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:
produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties
involve disabled people in the development of the scheme
produce an action plan setting out the key actions an authority will take to promote disability equality
explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
assess and consult on the likely impact of proposed policies on the promotion of disability equality
monitor policies for any adverse impact on the promotion of disability equality
publish the results of these assessments, consultation and monitoring
report annually on the progress of the action plan
review the scheme every three years.

The specific duty covering an authority’s role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

**Ethnicity equality**

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality. On page 43 there is an explanation of why for most purposes the concept of *ethnicity* is preferable to *race* or *racial group*.

**The general duty**

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

**Specific duties**

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority’s functions and policies, or proposed policies, that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority’s arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of such assessments and consultation
- ensuring public access to information about the services that it provides
- training staff in connection with the general and specific duties
• reviewing the scheme every three years.

The specific duties covering an authority’s role as an employer are to:
• monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
• monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
• report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives.

It should be noted that the specific duties for educational establishments are slightly different in their phrasing from those affecting other public bodies.

**Gender equality**

**The general duty**

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:
• eliminate unlawful discrimination and harassment
• promote equality of opportunity between men and women

**Specific duties**

The specific duties relating to policy development and service delivery require public authorities to:
• produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives
• gather and use information on how their policies and practices affect gender equality
• assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men
• consult stakeholders in the development of the scheme
• assess functions and policies, or proposed policies, which are relevant to gender equality
• implement the actions set out in the scheme within three years
• report annually on the progress of the action plan
• review the scheme every three years.

The specific duties covering an authority’s role as an employer are to:
• consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex
• gather and use information on how its policies and functions affect gender equality in the workforce.
The gender duty is intended to shift the burden from the individual having to make a complaint about unequal treatment, to the public body having to demonstrate that it is taking active steps to promote equality. The duty is also important as it highlights issues of multiple discrimination: women, men and transgender people may suffer discrimination and unequal treatment not only on the basis of their gender, but also on the basis of their ethnicity, age, disability, sexuality, and religion or belief.

Other legislation

At present (summer 2009) requirements relating to other equality and diversity strands are not so detailed. The relevant laws and regulations are summarised briefly below.

**Employment Equality (religion or belief) Regulations 2003**

These regulations, which came into force in December 2003, apply to vocational training and all facets of employment, including recruitment, terms and conditions, promotions, transfers, dismissals and training. They make it unlawful on the grounds of religion or belief to discriminate directly or indirectly against anyone, subject someone to harassment, victimise someone because they have made or intend to make a complaint or allegation or intend to give evidence to a complaint of discrimination on the above grounds or to discriminate or harass someone in certain circumstances after the working relationship has ended.

**Part 2 of the Equality Act 2006**

Part 2 of the Equality Act 2006 makes it unlawful for providers of goods, facilities or services to discriminate on grounds of religion or belief. It also made it unlawful for a public authority exercising a function to do any act which constitutes discrimination on these grounds. Part 2 of the Equality Act 2006 came into force in April 2007.

**Employment Equality (sexual orientation) Regulations 2003**

These regulations, which came into force in December 2003, apply to vocational training and all facets of employment, including recruitment, terms and conditions, promotions, transfers, dismissals and training. They make it unlawful on the grounds of sexuality to discriminate directly or indirectly against anyone; subject someone to harassment, victimise someone because they have made or intend to make a complaint or allegation or intend to give evidence to a complaint of discrimination on the above grounds or to discriminate or harass someone in certain circumstances after the working relationship has ended.

**Human Rights Act 1998 and Article 14 of the European Convention on Human Rights**
Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

**Gender Recognition Act 2004**

The Gender Recognition Act 2004 (GRA 2004) provides for the legal recognition of the transsexual person in their acquired gender and their opportunity to acquire a new “birth” certificate for their new gender. This is called a Gender Recognition Certificate (GRC) and will replace the originating birth certificate in all official documentation. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be clearly established as “protected information”. Trans people are protected by the SDA, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Sex Discrimination (Amendment of Legislation) Regulations 2008. However, they do not need to hold a GRC.

**Employment Equality (Age) Regulations 2006**

From 1 October 2006, the Employment Equality (Age) Regulations make it unlawful to discriminate against workers, employees, job seekers and trainees because of their age. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training.

**The Equality Act (Sexual Orientation) Regulations 2007**

The Equality Act (Sexual Orientation) Regulations 2007, made under section 81 of the Equality Act 2006, make it unlawful for providers of goods, facilities or services to discriminate on grounds of sexual orientation. They also make it unlawful for a public authority exercising a function to do any act which constitutes discrimination on these grounds. The regulations came into force in April 2007.
Appendix 2

Derbyshire County Council

Equalities in schools: action and evaluation

(This is an extract from Holding Together: equalities, difference and cohesion, published for Derbyshire by Trentham Books in summer 2009)

Introductory notes

Guidance issued jointly by Ofsted and the Department for Children, Schools and Families states that schools should ask themselves two essential questions:

- How well are we doing?
- How can we do better?

These questions are relevant to compliance with equalities legislation as to all other aspects of a school’s life and work.

This chapter sets out specific questions schools may wish to ask themselves in relation to equalities legislation. For convenience, the questions are grouped under the seven headings in Ofsted’s self-evaluation form (SEF).

The questions in this chapter are not all equally relevant in any one school. They are not, that is to say, a score-sheet or tick-list, to be read and considered everywhere point-by-point. Rather, they are offered as a prompts for governing bodies and senior leadership teams as they draw up action plans in the light of national legislation on belonging, difference and equality.

SEF Section 1: Characteristics of the school

Ofsted’s guidance on the SEF recommends that later sections of the form should be completed before the first section, particularly those which are concerned with achievement and standards, and with personal development and well-being. For someone reading the SEF, however, it is the opening section on the school’s characteristics which sets the scene.

1. What is the composition of the school population, broken down by ethnicity, gender and year group?

2. Are we confident that the quality of this data is reliable, or could it be improved?

3. What disabilities and special educational needs do current members of the current school population have?
4. Are we confident the quality of this data about disabilities is reliable, or could it be improved?

5. What is the composition of the teaching, administrative and support staff, broken down by ethnicity, gender and grade level?

6. Are we confident the quality of this data about the composition of the staff is reliable, or could it be improved?

Ofsted expects the opening section of the SEF to conclude with a list of the school’s main priorities for development. Nationally, though of course not necessarily in any one school, the key challenges and priorities relating to disability equality include those which are listed below.

**National priorities for development: disability**

- ensuring that disabled people are more actively involved in the design, development, review and delivery of policies that affect them.
- ensuring that a range of programmes (including work-related and work-based) is available and suitable for disabled learners, in order that they may progress and achieve
- increasing the meaningful participation of disabled people in higher and further education.
- developing information, advice and guidance (IAG) for disabled people, including those with learning difficulties, so that they are fully aware of learning, career and work opportunities, and of funding and assistance available to them.
- addressing low levels of awareness and understanding of disability issues amongst the general public and amongst employers, employees and providers of skills training, and in this connection promoting wider understanding of the distinction between disability and impairment and of the social model of disability.

**National priorities for development: ethnicity**

Nationally, though of course not necessarily in any one school, the key challenges and priorities relating to ethnicity equality include:

- reducing and removing inequalities in success rates between different communities by raising the attainment and improving rates of progression in English, mathematics and science at Key Stage 2 and GCSE for certain communities, particularly those of African-Caribbean, Bangladeshi, Gypsy, Pakistani, Roma, Somali, Traveller or Turkish heritage
• improving the induction and integration and thus attainment and progression of newly-arrived pupils and in particular those for whom English is an additional language.

• reducing the disproportionate number of school exclusions among African-Caribbean pupils.
• addressing low take-up of childcare (including early education), especially by African, Bangladeshi, Gypsy, Pakistani, Roma and Traveller families, and the resulting impact of this on lower than average achievement by members of these communities in the Foundation Stage at age 5.

• promoting community cohesion through teaching children and young people to value diversity and understand and respect others; creating a common sense of belonging; developing the skills of participation and responsible action; eliminating variations in outcomes for different communities; and providing means for children and their families to interact with people from backgrounds different from their own.

• ensuring that issues of religious identity, faith, values and affiliation are taken into account in ethnicity equality policies and projects.

**National priorities for development: gender**

Nationally, though of course not necessarily in any one school, the key challenges and priorities relating to gender equality include:

• tackling gender stereotyping and segregation in education through information, advice and guidance (IAG) in relation to subject choices and careers, and through ensuring that work experience and work-related learning give both girls and boys an opportunity to expand their horizons by trying out non-traditional work.

• increasing the number of girls studying science in both academic and vocational education, thus helping to address the skills shortage in science and engineering.

• In this and other ways addressing the under-representation of women in science (including computer science), engineering, construction and technology (SECT), as learners, teachers, researchers and practitioners, and on SECT-related public bodies.

• ensuring that health-focused programmes have due regard for gender differences in areas such as sexual health, mental health and obesity

• raising attainment levels in literacy for boys, in particular those who are in low socio-economic status categories

• challenging and reducing sexual harassment of girls, and the attitudes towards relationships and conflict resolution that underlie such harassment
SEF Section 2: Views of learners, their parents and carers, and other stakeholders

7. What measures have we taken to consult and involve disabled people, and the parents and carers of disabled learners, in the development of policies to promote disability equality?

8. What measures have we taken to consult and involve pupils from a range of ethnic, cultural and religious backgrounds, and their parents and carers, to promote ethnicity equality?

9. What measures have we taken to consult and involve both girls and boys, and both women and men, in the development of policies to promote gender equality?

10. What are the principal messages we have received from such consultations and involvement?

SEF Section 3: Achievement and standards

11. What information do we have, broken down by both gender and ethnicity, on achievement at the end of Key Stages 1, 2, 3 and 4?

12. At what stages and in which specific school subjects are there unequal outcomes relating to ethnicity and gender?

13. What are our plans for reducing unequal outcomes?

SEF Section 4: Personal development and well-being

14. Do we have a written code of practice which clearly outlines specific procedures to be followed for recording and dealing with prejudice-related bullying, as also with other kinds of abuse and bullying, on the school premises, and on journeys to and from school?

15. Is there shared understanding amongst staff – including support and administrative staff as well as teachers, and temporary staff as well as permanent – of ways in which prejudice-related bullying is both similar to and different from other kinds of bullying?

16. Do we train lunchtime staff and learning mentors to identify prejudice-related bullying and to follow school policy and procedures on anti-bullying?

17. Does a senior member of staff have responsibility for ensuring that incidents of prejudice-related bullying are appropriately dealt with and recorded?
18. Do we take practical steps to ensure we are aware of pupils’ experiences of bullying, for example through anonymous surveys and reporting, and through focus group discussions?

19. Do pupils consider that the school has a history of taking prejudice-related incidents seriously and following them up?

20. Has a user-friendly leaflet been provided for pupils and their parents on what to do if they experience prejudice-related hostility against them?

21. Ofsted states that responses to prejudice-related bullying should be ‘swift, proportionate, discreet, influential and effective’. Do pupils agree that this is how our own school operates?

22. Are pupils involved in mediating in disputes and peer mentoring, and as buddies and befriendsers?

23. Are statistics on bullying at our school provided in age-appropriate language to pupils, for example at assemblies and meetings of the School Council?

24. Do parents know who to contact if they are worried about bullying?

25. Do we work with parents and other people in the local community to address tensions beyond the school gates that may be played out within school?

26. Are parents confident that any report they make to the school about bullying will be received sympathetically and supportively, and dealt with swiftly and effectively?

27. Do we provide information about sources of advice, support and assistance such as Parentline Plus?

SEF Section 5: The quality of provision

Ofsted expects each of the sub-sections – teaching and learning, the curriculum, care, guidance and support – to show how the school’s provision contributes to its good outcomes, or is aimed at improving weaker outcomes.

28. Do we have staff consensus on key principles and ideas that should be taught in all subjects, as outlined in Paper 5?

29. Have we identified positive activities dealing with disability, ethnicity and gender that can be undertaken in each curriculum subject or area, and at each key stage?
30. Have we audited curriculum materials in current use, and added to them as necessary in order to ensure that they reflect the achievements and experience of women as well as men, of disabled people, and of Britain as a culturally diverse society?

31. Have we reviewed, expanded and improved our citizenship and PSHEE programmes to ensure they reflect issues in the national equalities agenda?

32. Have given sustained attention to the concept of gender-inclusive teaching, as for example described and discussed on the Standards Site at www.standards.dfes.gov.uk/research/themes/gender/

33. Do we ensure liaison with other cluster schools on curricular issues, as also across departments and areas in each separate school?

34. Do we make good use of positive role models, for example poets, storytellers and artists?

35. Do we have exchanges or contacts with schools in other countries or other areas of Britain?

36. Do we organise from time to time a multicultural or international day, or a ‘diversity day’?

37. Do we make good use of drama, role-play, creative writing, music and art in our teaching about equalities?

**SEF Section 6: Leadership and management**

38. Has our policy statement on equalities been thoroughly discussed by, and is it kept under review by, pupils and parents as well as by staff?

39. Do the minutes of meetings of the governing body reflect serious commitment to implementing the spirit and letter of equalities legislation?

40. Use data on attainment, broken down by both ethnicity and gender, to review the school’s progress over time and in comparison with other schools, and to identify areas for improvement and development.

41. Do we give a high profile to rights and responsibilities by, for example, promoting the United Nations Convention on the Rights of the Child and the UNICEF programme on Rights Respecting Schools?

42. Does the general ethos of the school, as seen in displays, assemblies and curriculum materials, reflect and affirm diversity of language, culture, sexuality, religion and appearance? Does it challenge gender stereotypes? Are there positive images of disabled people?
43. Is the school involved from time to time in national projects such as *Kick Racism Out Of Football, Islamic Awareness Week, One World Week, Black History Month, Anti-Bullying Week and Refugee Week*?

44. Have we reviewed opportunities in the National Curriculum to teach about various kinds of intolerance and prejudice, and justice, fairness and non-discrimination?

45. Do we ensure there are references to equality and cultural diversity issues in the school’s programmes and plans for induction and staff training, both of teaching staff and support staff, and also for the governing body.

46. Consider the methods and content of staff training on race equality and cultural diversity issues, and how such training is appropriately evaluated.

47. Do the quality and robustness of our school’s self-evaluation, and the way in which senior managers demonstrate that they understand and tackle improvement priorities, provide persuasive evidence that we take very seriously our responsibilities to comply with both the spirit and the letter of equalities legislation?

**SEF Section 7: Overall effectiveness and efficiency**

Ofsted and the DCSF indicate that the final section should draw together the SEF as a whole. The section should provide a statement about the overall effectiveness of the school and should not simply provide a list of what was stated earlier. If schools’ leaders and managers are clear about the progress pupils make in their learning and personal development they will find it easy to make clear links between this and the other sections. Schools might wish to set out the section as a commentary which starts by stating ‘We are a good school because...’
Appendix 3

Summary of schools' statutory responsibilities under disability discrimination

Under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) schools and LAs must **not treat disabled students less favourably** without justification, and must make **reasonable adjustments** to ensure they are not disadvantaged compared to their peers. They must **plan strategically** to increase access to schools and the curriculum over time (schools must produce an accessibility plan setting out how they will do this and LAs must produce an accessibility strategy.)

Schools' accessibility plans must show how they will improve access for disabled pupils by:

- increasing access to the curriculum
- making improvements to the physical environment of the school to increase access
- making written information accessible to pupils in a range of different ways.

The **Disability Equality Duty** (Part 5A of the Disability Discrimination Act 1995, inserted by the Disability Discrimination Act 2005) places on **all public authorities (including schools)** a general duty, when carrying out their functions, to have due regard to the need to:
  - promote equality of opportunity between disabled people and other people
  - eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as subsequently amended)
  - eliminate harassment of disabled people that is related to their disability
  - promote positive attitudes towards disabled people
  - encourage participation by disabled people in public life
  - take steps to meet disabled people's needs, even if this requires more favourable treatment.

**In addition to the general duty**, regulations made under the Part 5A of the DDA set out a **specific duty** on certain public authorities, including all publicly-funded schools, requiring them to demonstrate how they are meeting the general duty. In effect the general duty sets out what schools have to do; the specific duty sets out how schools have to do it and what they need to record as evidence of what they have done.

The **main requirements of the specific duty** are to:
  - prepare and publish a disability equality scheme (a scheme)
  - involve disabled people in the development of a scheme
  - implement the scheme
  - report on it.
The purpose of the scheme is to demonstrate how the school is going to meet the disability equality duty. Schools are required to undertake the development of their scheme in a particular way and to include particular elements. They must:

- involve disabled people (pupils, staff, parents) in the preparation of the scheme
- set out in their scheme how disabled people have been involved in its preparation, and their arrangements for gathering information on the effect of the school's policies on:
  - the recruitment, development and retention of disabled employees
  - the educational opportunities available to and the achievements of disabled pupils
  - the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
  - the steps the school is going to take to meet the general duty (the school's action plan)
  - the arrangements for using information to support the review of the action plan and to inform subsequent schemes
- implement the actions in their scheme within three years
- report on their scheme annually
- review and revise their scheme every three years.

The school is not required to do anything under its scheme that is unreasonable or impracticable.

Schemes must have been published by 4 December 2006, except for schemes for primary schools, special schools and pupil referral units (PRUs), which must have been published by 3 December 2007. It is the LA that has responsibility for the scheme for a PRU.

Further information about schools' disability discrimination responsibilities are contained in a guidance pack entitled *Implementing the Disability Discrimination Act (DDA) in schools and Early Years settings*. This guidance outlines schools' and LAs' responsibilities in relation to the DDA and also provides support and advice to schools in the development and implementation of these duties.
Appendix 4

Accessible Schools: Summary Guidance

Headteachers and Chairs of Governors

All schools in England

Status: recommended

Date of Issue: 10 June 2002       Ref: DfES/0462/2002

Overview

This document summarises the guidance provided in ‘Accessible Schools: Planning to increase access to schools for disabled pupils’ issued in July 2002. Copies of the full guidance are available free of charge from DfES Publications (Tel: 0845 60 222 60 Fax: 0845 60 333 60) and the DfES website www.dfes.gov.uk/sen.

Introduction

1. Schools already provide for the additional needs of disabled pupils who have special educational needs (SEN). From September 2002, the Disability Discrimination Act 1995 (DDA) will outlaw discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. The new duties build on and complement best inclusive practice. One of the new duties is to plan to increase over time the accessibility of schools for disabled pupils.

2. The full guidance is designed to help schools and LEAs understand the new duty to plan and implement plans for improving the accessibility of schools for disabled pupils. It describes the processes that schools and LEAs should follow to produce effective strategies and plans. Schools that are already inclusive and are ensuring equality of access and opportunity for all pupils should find these duties very manageable.

3. Although this is a new duty to plan, it does not require a separate planning process. Schools might dovetail their accessibility plans with other plans, for example the School Development Plan. In reporting to parents in their Annual Report, governors might include a new section on access planning within the SEN report.

Statutory Responsibilities

4. The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to
produce accessibility plans for their individual school and LEAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing. The nature and content of plans will depend on the size of school and the resources available to the school. We would encourage LEAs and schools to share information on their plans so that LEA accessibility strategies and individual schools’ accessibility plans inform each other.

5. The planning duty comes into force in September 2002. Schools and LEAs should have prepared and have in place, the first written plans and strategies by April 2003. The first plans and strategies will run for a period of 3 years from April 2003 to March 2006 though schools and LEAs can also plan for beyond March 2006 if they wish to do so. LEAs and schools are under a duty to implement, review and revise if necessary, their strategies and plans over this 3-year period.

6. Schools and LEAs are required to plan for:

- **increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- improving access to the physical environment of schools. **This covers improvements to the physical environment of the school and physical aids to access education.**

- **improving the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable time frame.

**Definition of Disability**

7. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

**Publicising Plans and Strategies**

8. Schools and LEAs are required to make their plans publicly available as follows:

- maintained schools have a duty to publish information about their accessibility plans in their governors’ annual report to parents;
non-maintained special schools are required to reproduce their accessibility plan in their annual prospectus;

independent schools have to make their accessibility plans available to interested parties on request at reasonable times; and

9. LEAs are required to make their strategies available for inspection to interested parties at reasonable times.

**Monitoring and redress**

10. As part of their inspections, OFSTED will monitor LEAs’ accessibility strategies and schools’ accessibility plans.

11. The Secretary of State can intervene where an LEA or school is not complying with the planning duty and can direct an LEA or school to do so. LEAs and schools might find it helpful to extend their local complaint procedures to cover their accessibility strategies and plans.
Appendix 6

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools.

Section 1: How does your school deliver the curriculum?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are your classrooms optimally organised for disabled pupils?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do lessons provide opportunities for all pupils to achieve?</td>
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<td></td>
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<tr>
<td>Are lessons responsive to pupil diversity?</td>
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<td></td>
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<tr>
<td>Do lessons involve work to be done by individuals, pairs, groups and the whole class?</td>
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<td></td>
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<tr>
<td>Are all pupils encouraged to take part in music, drama and physical activities?</td>
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<tr>
<td>Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?</td>
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<td></td>
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<tr>
<td>Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?</td>
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<td></td>
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<tr>
<td>Do you provide access to computer technology appropriate for students with disabilities?</td>
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<tr>
<td>Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?</td>
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<tr>
<td>Are there high expectations of all pupils?</td>
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<td></td>
</tr>
<tr>
<td>Do staff seek to remove all barriers to learning and participation?</td>
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<td></td>
</tr>
</tbody>
</table>
**Section 2: Is your school designed to meet the needs of all pupils?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the size and layout of allow access for all pupils?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are areas to which pupils should have access well lit?</td>
<td></td>
<td></td>
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<tr>
<td>Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?</td>
<td></td>
<td></td>
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<tr>
<td>Is furniture and equipment selected, adjusted and located appropriately?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 3: How does your school deliver materials in other formats?**

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Do you have the facilities such as ICT to produce written information in different formats?

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?
## Appendix 7

### Creating an Access Plan

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Outcome</th>
<th>Time frame</th>
<th>Goals achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term</strong></td>
<td>Availability of written material in alternative format</td>
<td>The school makes itself aware of the services available through its LEA for converting written information into alternative formats.</td>
<td>If needed the school can provide written information in alternative formats.</td>
<td>Term 3 2002/3</td>
</tr>
<tr>
<td><strong>Medium Term</strong></td>
<td>Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window blinds.</td>
<td>Seek advice from LEA sensory support service on appropriate colour schemes and blinds.</td>
<td>Several classrooms are made more accessible to visually impaired children.</td>
<td>Term 1 2003/4</td>
</tr>
<tr>
<td></td>
<td>Training for teachers on differentiating the curriculum.</td>
<td>After an audit the school decides that some teachers would benefit from training on differentiating the curriculum.</td>
<td>Teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum.</td>
<td>Term 2 2003/4</td>
</tr>
<tr>
<td><strong>Long Term</strong></td>
<td>School plans to improve access to designated areas over successive financial years. The school decides which of its entrances and exits have priority, and plans to fit ramps and handrails to all of these.</td>
<td>Planned use of minor capital delegated resources and discuss with the LEA using Schools Access Initiative funding.</td>
<td>Having secured capital resources from the LEA, over three-year period the school’s entry areas and the science block will be fully accessible.</td>
<td>Term 3 2004/5</td>
</tr>
</tbody>
</table>

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Appendix 8

Special educational needs and/or disabilities Training toolkit
For PGCE trainees
Every Child Matters

SEN and disability legislation

Publishing the school’s DES

Schools must publish their DES either as a separate document or as part of another document, such as the school improvement plan. It should be available on your school’s website or as a printed document in your school. The progress you have made on your DES must be reported on annually.

Further information

The following guidance and support materials are available:

● The Department for Children, Schools and Families produced the guidance: Implementing the Disability Discrimination Act in Schools and Early Years Settings to assist schools in developing your DES and wider DDA responsibilities. We strongly advise that you order a copy of this guidance prior to developing your DES to ensure that your scheme is fully compliant with the DDA 2005. A copy of this guidance can be ordered from Prolog on 0845 6022 260 quoting reference number 0160-2006-DOC-EN. Further information can be found on our Teachernet site: www.teachernet.gov.uk/wholeschool/disability/


Your local authority can also provide advice and guidance about all aspects of developing and implementing your scheme.
Appendix 9

Disability Equality Schemes (DES) and schools

A duty under the Disability Discrimination Act (DDA) 2005

All schools are expected to have a Disability Equality Scheme in place. This leaflet is designed to help schools ensure that their scheme meets the key requirements and provides pointers for further sources of information.

Disability Equality Scheme – The Cycle of Improvement

The model below illustrates how conversations and consultation with disabled people are the focus for developing a school Disability Equality Scheme, and ensure a continuous cycle of improvement.

How we know that our school’s DES meets key requirements

We understand who our disabled pupils, staff and parents are, and how our DES fits into our wider duties to treat disabled people fairly, to make reasonable adjustments and to promote disability equality.

Our school’s Disability Equality Scheme:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involves disabled pupils, staff and parents in its development and shows how we have done that</td>
<td>✔</td>
</tr>
<tr>
<td>Brings together information on participation in all aspects of school life, in particular educational outcomes for disabled pupils</td>
<td>✔</td>
</tr>
<tr>
<td>Assesses the impact of our policies on disabled people: pupils, staff, parents and others using the school</td>
<td>✔</td>
</tr>
<tr>
<td>Sets out our priorities for action and supports these priorities with a detailed action plan</td>
<td>✔</td>
</tr>
<tr>
<td>Will be implemented within three years</td>
<td>✔</td>
</tr>
<tr>
<td>Has been agreed and published by our Governing Body</td>
<td>✔</td>
</tr>
<tr>
<td>Is being reported on annually and revised every three years</td>
<td>✔</td>
</tr>
</tbody>
</table>

Appendix 10

Promoting Disability Equality in Schools

All the DRC publications are available on the DRC website: www.drc-gb.org
For more information and practical advice on the Disability Equality Duty visit: www.dotheduty.org
Appendix 11

Equality Act 2010

CHAPTER 15 PART 6 EDUCATION
CHAPTER 1 SCHOOLS

84 Application of this Chapter
85 Pupils: admission and treatment, etc.
86 Victimisation of pupils, etc. for conduct of parents, etc.
87 Application of certain powers under Education Act 1996
88 Disabled pupils: accessibility
89 Interpretation and exceptions


6. The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005, SI No. 2966


Appendix 12

The Equality Act 2010: your questions answered (Flint Bishop Solicitors)

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