

Disability & Equality Policy

Shooters Hill Sixth Form College HR Review September 2016

Adopted and ratified by the Governing Body on:	September 2016
Review Date:	September 2019
Accountability:	Governing Body
Responsibility:	Governing Body

1. Mission Statement

At Shooters Hill Campus we are committed to ensuring equality of education and opportunity for students, staff and all those receiving services from the school who have a disability &/or who have learning support needs,

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The recruitment, retention & achievement of students with disabilities and additional needs will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will anticipate and make reasonable adjustments to make sure that our school environment is as accessible as possible to all users of the Campus.

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

2. Check list for school staff and governors

- Is information collected on disability with regards to both students and staff? Is this information used to improve the provision of services?
- Is student recruitment, retention & achievement monitored by disability &/or learning support need? Are there any trends or patterns in the data that may require additional action?
- Are students with disabilities and additional learning needs encouraged to participate in Campus life? How is this shown through representation/ participation in Campus events such as award ceremonies, external trips & visits, enrichment activities & as student representatives?
- Is bullying and harassment of students and staff with disabilities monitored and is this information used to make a difference?
- Is disability and a diversity of abilities and needs portrayed positively in Campus information, our annual prospectus, displays, marketing & promotional information and within student reps meetings?
- Does the Campus ensure that disability issues are activity highlighted/ promoted as part of our annual events cycle i.e. in our induction programme and events such as “Deaf Awareness Week” to raise awareness of disability?

- Is the Campus environment as accessible as possible to students, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, students and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?
- Do all Campus developments automatically take account of disability/inclusive impact and opportunities, and is this reflected in process and documentation?

3. The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

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

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

4. The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of Campus life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of students by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider.

The Campus SLT & Premises Support Team understand they have additional implications as a service provider to make our site & buildings accessible when we hire out rooms or parts of the building.

Contact with parents and carers.

When providing newsletters and information for parents and carers, the Campus is aware that it needs to make this information available in an accessible format so that parents, guardians or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents, guardians and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport.

Campus staff are aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

5. The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in Campus life.

Involvement and Consultation

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

Shooters Hill Post 16 Campus has consulted with disabled students, staff and service users in the development of our Disability Equality Scheme by:

- Student, Staff & Parental Satisfaction Surveys
- Student Reps Meetings
- Focus Groups i.e. as part of our annual in-house quality inspection process

6. Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Shooters Hill will produce an annual Special Educational Needs (SEN) Service Delivery Plan to ensure that disability issues are appropriately targeted & addressed, and sits within our overall School / Institutional Development Plan. Our SEN Service Delivery Plan will ensure that practical action is taken to bring about annual improvement to address DDA 2005 compliance. This action plan will be shaped in consultation with people with disabilities and/or additional learning needs as outlined in the previous section, and includes some of the good practice examples below.

- Promoting equality of opportunity between people with disabilities and other people.
By:
 - Ensuring that the talents of students with disabilities and additional learning needs are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability. By:
 - Creating opportunities at our advice & guidance, enrolment and induction procedures for students with additional needs to feel confident in self-identifying their support needs and for students and their parents, guardians & carers to know that this information will be treated confidentially and sensitively to ensure

that appropriate and reasonable adjustments are in place to positively address their learning support needs; including close collaboration with the relevant LA to ensure a smooth and supported transition into post 16 education

- Monitoring incidents of harassment and bullying of students with disabilities and/or learning needs and by encouraging students to report and take action against offenders.

- Promoting positive attitudes towards disabled people. By:
 - Using the school environment to promote positive attitudes to disability. Ensuring that disability is positively represented in posters, collages, displays and learning materials.
 - Celebrating and highlighting key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.

- Encouraging participation in public life by people with disabilities and/or additional learning needs. By:
 - Ensuring that disabled students are represented and encouraged to participate in Campus enrichment activities, open events and student reps meetings
 - Through Campus materials and enrichment activities, promoting the diversity of forms of communication used by users of the Campus, including BSL
 - Promoting and supporting young people with disabilities and/or additional needs to have high aspirations for themselves within and outside the Campus – e.g. Greenwich Young People’s Council

7. Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of our SEN action plan will be monitored in accordance with our annual cycle of review & evaluation. If any adverse impacts are identified during the monitoring / audit process, our SEN action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact: Steve Bradbury, Head of Special Educational Needs & Inclusive Learning Services.

This Scheme has been agreed by the Governing Body of Shooters Hill Post 16 Campus.

Signed (Chair of Governors):

Date:.....