



**KING EDWARD VI  
HIGH SCHOOL**

**KING EDWARD VI HIGH SCHOOL  
- A LANGUAGE COLLEGE -**

**Disability and Equality Scheme  
& Action Plan**

**Encouraging and supporting all our learners to  
"Be the best that they can be"**



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| <b>Approved Date</b> | <b>October 2013</b> |
| <b>Headteacher</b>   | <b>J Christey</b>   |
| <b>Governor</b>      | <b>A White</b>      |
| <b>Review Date</b>   | <b>October 2014</b> |

**King Edward VI High School promotes the safeguarding and welfare of all students in its care: all policies support the "Safeguarding Policy", are fully consistent with the "Every Child Matters" agenda, and fully support the principles of equal opportunities for all.**

**This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.**

### ***Mission Statement***

King Edward VI High School will work to promote a positive attitude to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.

### ***The Definition of Disability is:***

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

Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

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

✓ not to treat disabled students less favourably for a reason related to their disability;

✓ to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;

✓ to plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

✓ increase the extent to which disabled students can participate in the school curriculum;

✓ improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;

✓ improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

### **Strategic Priorities**

King Edward VI High School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- ✓ Having high expectations of all people involved in the school community
- ✓ Finding ways in which all students can take part in the full curriculum including sport, music and drama
- ✓ Planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- ✓ Setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- ✓ Devising teaching strategies which will remove barriers to learning and participation for students with disabilities in all subject areas
- ✓ Planning the physical environment of the school to cater for the needs of all people involved in the school community within the physical limitations of the existing building
- ✓ Raising awareness of disability amongst school staff (teaching and non-teaching) and students through a programme of training
- ✓ By providing written information for all involved in the school community in a form which is user friendly
- ✓ Eliminate harassment related to a disability for all persons involved in the school community

### **The General Duty**

Every public authority shall in carrying out its functions have due regard to:

- ✓ the need to eliminate discrimination that is unlawful under the Equality Act 2010;
- ✓ the need to eliminate harassment of disabled persons that is related to their disabilities;
- ✓ the need to promote equality of opportunity between disabled persons and other persons;

- ✓ the need to take steps to take account of disabled persons' disabilities, even where that invites treating disabled persons more favourably than other persons;
- ✓ the need to promote positive attitudes towards disabled persons;
- ✓ the need to encourage participation by disabled persons in public life.

### ***Specific Duty – How we will meet the General Duty***

King Edward VI High School will meet this duty by:-

- ✓ setting up a Working Group which includes a SMT member, governor, a parent of a student with a disability, staff representative (with disability), SENCo and associate members (students with disabilities/on school council);
- ✓ undertaking a disability audit using the medical register, the Special Educational Needs Register and meetings with Progress Leaders;
- ✓ write an accessibility action plan which includes targets;
- ✓ make the policy and targets known to all teaching and non-teaching staff, students and parents through training, School Website and VLP;
- ✓ incorporate the Scheme into the School Improvement Plan and all other policies as appropriate;
- ✓ monitor and evaluate the success of the plan annually through the Working Group and sending questionnaires to all involved parties.

### ***Involvement of Disabled People in Developing the Scheme***

Disabled people will be involved in further developing the scheme through membership of Disability Working Party and School Council. The remit of the working party will be to:

- ✓ Encourage the involvement of pupils, staff and parents
- ✓ Facilitate the gathering of information
- ✓ Make development plan proposals to further the six elements of this scheme
- ✓ Facilitate impact assessment
- ✓ Report on progress and impact of the scheme

### ***Developing a voice for disabled students, staff and parents/carers***

✓ We will liaise with the School Council in developing a forum for disabled students to express their opinions and nominate new members with a disability to become part of this Council.

✓ A long term objective will be to provide a specific forum for all other disabled members of the School Community i.e. staff, parents/carers and other stakeholders.

✓ The Governing Body has appointed a named Governor with responsibility for the Disability Equality Scheme.

### ***The Governing Body***

The Governing Body, which includes Parent Governors and a Governor with specific responsibility for SEN, will report on targets that have been met and what impact they have had on achievements of students with disabilities through the school. The results of their findings will be published on the school website and VLP.

### ***Removing Barriers***

We will endeavour to remove barriers by making reasonable adjustments as appropriate to the physical environments, curriculum and any information provided by the school. (See Accessibility Plan)

### ***Disability in the Curriculum, including teaching and learning***

We will develop positive attitudes about disability by raising awareness within the school community through training, seminars and presentations.

### ***Eliminating harassment and bullying***

We will, through our robust anti bullying policy and procedures endeavour to reduce and eradicate, wherever possible, instances in which disabled or SEN pupils are subjected to bullying in any form.

### ***Reasonable Adjustments***

Appropriate adjustments will be made to ensure equal accessibility to all elements of the school i.e. access to school trips, access to field work, lunch time and after school clubs. We will measure effectiveness by auditing attendance at these events.

### ***School Facility Lettings***

We will check disabled parking policy and evaluate the physical access of the school for all members of the school community including parents/carers and other stakeholders.

### ***Information, Performance and Evidence***

We recognise that it may be difficult to gather full and accurate information because of:

- ✓ a lack of understanding about the breadth of the DDA definition of disability;
- ✓ a reluctance to disclose an impairment;
- ✓ a concern about what the information will be used for.

We will attempt to counter these concerns by:

- ✓ providing simple information on the definition of disability in the DDA;
- ✓ being positive about adjustments that can be made and the benefits of these;
- ✓ explaining why information is needed;
- ✓ reassuring pupils, staff and parents about confidentiality;
- ✓ ensuring that the ethos of the school is conducive to disclosure.

We will look to gather information on:

- ✓ Recruitment, development and retention of disabled employees
- ✓ Educational opportunities available to and the achievements of disabled pupils
- ✓ Disabled parents, carers and other users of the school

### ***Impact Assessment***

We will look to assess the impact of our current policies by bringing together:

- ✓ the issues identified through the involvement of disabled pupils, staff and parents (these groups will help to prioritise what we look at first);
- ✓ the issues identified through the involvement of other stakeholders;
- ✓ the information that we hold or gather on the disabled pupils, staff and parents

The Disability Working Party will monitor the impact and report to the Governing Body every six months. The information will be published on the School Website and VLP.

### **Reporting**

We will report annually on:

- √ the progress we have made on our action plan; and
- √ the effect of what we have done.

The reporting period will be a calendar year. The report will be published on the school website. This report on the scheme will also be published within the school prospectus, where the school is also required to report on its accessibility plan.

### **Reviewing/Monitoring**

The Disability Working Party will review the scheme annually.

As part of the review of their scheme, the DWP will:

- √ involve disabled pupils, staff and parents;
- √ be based on information that the school has gathered;
- √ determine if actions that the school has taken have affected opportunities; and
- √ outcomes for disabled pupils, staff and parents; and
- √ identify the priorities for the new scheme

### **Original Scheme Agreed**

October 2006

### **Revised Scheme Agreed – this scheme supersedes all previous schemes**

October 2012

### **Review Date**

October 2014

### **Senior Members of Staff Responsible**

Head Teacher  
Deputy Head Teacher