



# SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS ACADEMY

## SCHOOL AIMS

South Wilts is a progressive grammar school for girls which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School values and respects all students equally and aims to provide equality of opportunity wherever possible.

## **Disability Equality Scheme Policy** *Incorporating the School Accessibility Plan*

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people and will include a reviewed and revised School Accessibility Plan.

### **Introduction**

Duties under Part 5A of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and those who have hired school facilities;
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility 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.

New Equality Act 2010. This Act came into force on October 1<sup>st</sup> 2010. Indirect discrimination now applies to disability as well as the other protected characteristics.

These protected characteristics are,

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;

- sex;
- sexual orientation.

*Indirect discrimination happens when there is a rule, a policy or even a practice that applies to everyone but which particularly disadvantages people who share a particular protected characteristic. Indirect discrimination can be justified if it can be shown that the rule, policy or practice is intended to meet a legitimate objective in a fair, balanced and reasonable way. If this can be shown it will be lawful. When considering introducing a new rule or policy, you should first consider whether there is any other way to meet your objectives that would not have a discriminatory effect or that is less likely to disadvantage people who have a protected characteristic. Remember that a lack of financial resources alone is unlikely to be a sufficient justification.*

Web link to full policy: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

### **Definition**

The DDA defines a disabled person as someone who has '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.

### **1. The purpose and direction of the school's scheme**

South Wilts Grammar School aims to ensure that **all** students can access the curriculum and will take appropriate and reasonable steps to ensure equality of opportunity. The school encourages participation at every level and promotes positive attitudes from students' staff and parents. Students have a right to learn without fear of discrimination or harassment. In addition we would like to ensure that reasonable adjustments are made for parents and staff who have a disability.

The Six elements of the duty are:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
  
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

## **1:2 Involvement of disabled pupils, staff, parents and other users of the school**

- The school has considered and will review how to involve disabled pupils, staff, parents and other users of the school.
- The school will continue to take into account the preferred means of communication for those with whom they are consulting.
- We will ensure that we will continue to involve a range of people and hear a range of views.
- The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

## **1:3 Information gathering**

The collection of information is crucial to supporting SWGS in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents.

## **1:4 Impact assessment**

Impact assessment refers to the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. Impact assessments will be an on-going process to ensure that our policies and practices develop and evolve and will be incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

The priorities for the Disability Equality Scheme action plan will be 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

Some of the priorities identified will themselves be about:

- improving information
- improving the involvement of disabled pupils, staff and parents

## **2 Making it happen**

### **2:1 Implementation**

Our DES will incorporate the school's Accessibility Plan.

The Accessibility Plan will cover issues relating to staff, students and parents specific needs.

We will evaluate the effectiveness of our scheme with our School Improvement Partner and Ofsted when the school is inspected

## **2:2 Publication**

The DES will be freely available on the school website.

## **2:3 Reporting**

We will report annually on the progress made on the action plan and its effect on policy and practice within the school.

## **2:4 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 continue to:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

The main documents that will inform the development of this scheme are:

- Implementing the Disability Discrimination Act in schools and early years setting, DFES
- Promoting Disability Equality in Schools, DCSF Guidance.

An annual review will take place for all students who have specific accessibility needs in accordance with their statement of educational need.

We will also conduct annual reviews of the whole site for accessibility of all visitors.

Updated Accessibility Plan - June 2015

	<b>Objective</b>	<b>Responsible</b>	<b>How</b>	<b>When</b>
Short term	Ensure that all policies and plans are made available to interested parties associated with the school	SMJ / MJH	Update website with new policy and plans	On-going
Short term	All concerts and events in the main hall will be accessible to the hard of hearing	SMJ	The hearing loop in the main hall will be installed	On-going
Medium term	All events for parents and visitors are accessible for people with disabilities	SLT	Consider accessibility when planning events for parents and visitors.	Ongoing
Medium term	Ensure that the accessibility arrangements for students with specific needs are still suitable for their needs	HJA / SENCO	Annual reviews take place in accordance with the students statement of educational needs	Annually
Long term	All our school policies comply with the new equality legislation	SLT	As all our policies are reviewed, checks will be made to ensure that they comply with new Equality Act 2010	Ongoing
Long term	Ensure that regular awareness is drawn to the disability issues with staff, students, parents and governors	SMJ / CMS	Assemblies and newsletters	Ongoing

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Resources	30.6.16	Annually	Summer 2017	Statutory	Yes