

MASCALLS SCHOOL



DISABILITY EQUALITY SCHEME

Revised: November 2009
Next Review: November 2012

Three year period covered by the plan: Nov 2009 – Oct 2012

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1. 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.

2. Purpose and direction of the school's plan: vision and values

The school's mission is 'to provide a broad range of educational opportunities to all students irrespective of their ability or background; to develop their potential to the full; to enable them to become confident, caring adults with the competences necessary for success in adult life and employment and a life-long love of learning'

This scheme is intended to assist in the delivery of this mission statement to incorporate students with physical disabilities. The school has been requested by the Local Education Authority to become the primary location for students with physical disabilities in West Kent.

3. Involvement of Disabled People in Developing This Scheme.

Initially we have consulted with:

- A year 11 student, his mother and also the Learning Support team, who assist him with mobility. This consultation included a complete tour of the school, identifying barriers to mobility. The student requires a wheelchair for mobility around the school.
- The Local Education Authority – an extensive tour of the school with specialists in the DDA identifying improvements required for disabled access
- Users of the school's facilities via a questionnaire
- Parents, via a questionnaire at parents evenings
- Paddock Wood FC, who promote sport for disabled people

Wider consultation will be extended through implementation of the action plan:

- Visitors to the school's gallery
- Parent Governors meeting with parents
- The PTA
- Liaison with other schools
- The Youth Wing

4. Gathering of Information on the Effect of Policies and Practices on Disabled People

The initial element of our action plan is to ensure we have information regarding disabled users of the school site, as follows:

- a) **Recruitment, development and retention of disabled employees**
 - Data is collected / updated on staff on an annual basis, which includes an opportunity to disclose any disability
 - Staff applications include a request for information on disability (the school is an equal opportunities employer)
- b) **Educational opportunities for and achievements of disabled pupils**
 - As at the date of this scheme, there are 4 students with physical disabilities within the school. They have various degrees of mobility, which are fully considered in designing their timetable.
 - Additionally, a number of students have Additional Education Needs, which are fully documented by the school's Learning Support Department, with appropriate teaching strategies in place
 - New students with disabilities or educational needs are identified as part of the data collection within the admission process
 - All students are part of a pastoral system within their Learning Community, which ensures there is at least one member of staff who knows the student very well, and creates an environment in which students can raise concerns or issues
 - It is the school's policy to ensure that students have access to all parts of the curriculum, and timetable changes will be made where necessary and possible to accommodate this (where there are parts of the school which

currently have restricted access. This extends to school trips, work experience placements and extra-curricular activities

- **c) Information on other disabled people using our services**
 - Information regarding parents and carers is collected through Learning Communities, where the pastoral system ensures information about families is known to at least one member of staff, and subsequently collated
 - Information is requested from parents and carers via questionnaires at all parent evenings (which are always held in easily accessible locations within the school)
 - Data is also collected via questionnaire from sports clubs using our facilities

5. Use of Information

The information gathered is to be analysed by the working group set up as part of this scheme, who will report to Governors and the Leadership Team. This will lead to action plans, which will be implemented, in conjunction with the School Improvement Plan and Learning Support Department

6. Assessment of the Impact of School Policies and Practices

The school's policies are designed to ensure all students and visitors to the school have equal opportunities

Academic results of students with disabilities are analysed and compared with others in the same cohort to identify opportunities to improve provision of the curriculum

