



Disability Discrimination Act

Lead Reviewer: **Deputy Head teacher**

Who this is aimed at: **Whole school community**

| Version | Reason for Change |
|---------|-------------------|
| 2 | Review |

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| Frequency of review | 3 | Review due | 2019 |
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Introduction

Duties under part 5a of the Disabilities Discrimination Act (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 at Rosewood School.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in three 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 that 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.

The purpose and direction of the school's plan: vision and values

We believe that all pupils are entitled to a stimulating and challenging education of the highest quality within which they know that their achievements are valued.

Therefore, we aim:

- To foster caring and trusting relationships between pupils and staff.
- To determine, by comprehensive assessment, each child's specific educational needs.
- To deliver a broad curriculum through highly structured and motivating individual teaching programme and through well planned and differentiated group activities.

- To celebrate with children their achievements both in and out of school, using praise, positive reinforcement, careful display and records of achievement in a range of media.

We believe that all pupils are individuals of equal worth, have the potential to learn and have a unique contribution to make to the life of the school, their family and the community.

Therefore, we aim:

- To ensure pupils are respected as individuals and not defined by social, medical or psychological 'labels'.
- To value all school activities as an opportunity for pupils to develop greater independence.
- To nurture all of our pupils' self-confidence
- To encourage partnership with parents and all who contribute to the developments of each pupil, recognising that understanding and involvement are key to effective cooperation.
- We believe that we should foster understanding and positive attitudes towards our pupils across the community and develop the role of the school as part of the total educational provision in Southampton and the surrounding area.

To achieve these aims we know we must:

- Talk about our pupils in a positive and informative way at all times and to maintain and improve excellent links with the local community.
- Develop links with other schools to foster understanding of disability in the community and provide experiences where pupils mix with mainstream peers. This would include inviting pupils from other schools to use resources and visit the school
- Optimise the use of community resources and encourage community members to share our resources and facilities.
- Develop and maintain a centre of excellence in control technology for pupils, parents and carers, and the wider community.

We believe that our school should be structured and caring, yet innovative, so that teaching can be flexible and exciting whilst never losing sight of each pupil's need to learn, make progress and consolidate skills.

Therefore, we aim:

- To organise the school so that all pupils are treated equally.

- To make the curriculum accessible and relevant to the needs of each individual pupil. This will be achieved by planning, teaching and evaluating a wide variety of imaginative, age-appropriate activities which ensure that learning is fun.
- To continually develop a highly structured skills-based curriculum, which is based on rigorous formative assessment.
- To ensure continuity of learning through the school, and on possible transfer, by maintaining comprehensive records of progress.

We believe that pupils learn and thrive in an environment of high expectations and positive attitudes, where therapy, care and education are integrated to provide a seamless service that meets all individual need. Teaching is most effectively delivered by a dynamic professional team of highly motivated and well-trained staff with a passion to educate. Therefore, we aim:

- To involve senior leaders and governors in the selection process when appointing staff who must have high expectations of pupils and positive attitudes towards disability.
- To identify and provide regular opportunities for professional development through induction programmes, in-service training, curriculum workshops, staff performance management and staff meetings.
- To provide all team members with positive and constructive feedback on a regular basis to ensure their skills and passion for teaching continues to flourish.

In consistently applying these values and aims, we feel that we actively promote disability equality and 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.
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people. Encourage participation by disabled people in public life.
- Take steps to meet disabled peoples' needs, even if this requires more favourable treatment.

The involvement of disabled people in the development of this scheme

Information regarding those people within the school community who are disabled is paramount. With regards to the pupils, this information is included in the general pupil information sheet at the parents' discretion.

This method is also used to collect data regarding members of staff, through their personal information file; again this is at the discretion of the employee. Currently explicit information regarding which pupils' parents and carers consider themselves to be disabled is not collected. However this will now be included on general information sheets related to personal information and will be updated on an annual basis. In the production of this scheme, the following stakeholders have been involved:

- Employees within the school
- Governors within the school
- Parents and carers within the school
- Members of the wider community

Within these groups we have consulted both disabled and non-disabled members, although not every group featured representatives of both.

Through consultation the stakeholders have been involved in:

- Identifying priorities for the improvement of equality of opportunity
- Identifying physical barriers to equality
- Commenting on the DES in draft form
- Addressing communicative equality

Through the completion of this scheme, we have ensured that where at all possible, all stakeholders have had the opportunity to contribute to its content. In doing this we have ensured that people with a wide range of needs and views have been involved.

How we intend to gather information on the effect of our policies and practices on disabled people

a) Recruitment, development and retention of disabled employees

We have established who our disabled employees are through formalising the inclusion of this information on the confidential staff information sheet. This is supplemented through:

- Informal opportunities to update information throughout the year as and when the need arises. In order to collect information regarding who considers themselves to be disabled
- When recruiting new staff, we have included an additional section for prospective employees to complete at their discretion. The need for this information from both existing and new staff will be contextualised by highlighting why the information is needed, how the information will be used and emphasising the confidential nature of the information.

This information will be analysed to establish how disabled employees are represented in the following groups:

- Teaching staff
- Classroom support staff
- Non-teaching staff

b) Educational opportunities available to and achievements of disabled pupils

Rosewood is a Non Maintained Special School, catering for children with profound and Multiple Learning Difficulties. As such all of the pupils who attend the school would be considered to be disabled. The analysis of the impairments that are or are not represented would not support our stated philosophical belief that children should be treated as individuals and not defined by their social, medical or psychological label.

As such we feel that the collation of data with regards to this would not impact upon our ability to promote equality of opportunity, as we fundamentally believe in all children having equality of opportunity throughout the school, academically, socially and physically irrespective of any disability they may have.

Information regarding the needs of individual pupils is be collected upon admission through the statementing process and is recorded on the pupil's individual record.

Parents and carers will have the opportunity to amend the information on an annual basis during the pupil's Annual Review.

The school holds progress data for all pupils within the school. This includes information regarding:

- Individual Education Plan (IEPs) data

- P-Scale levels of attainment
- ImPACTS data
- Supplementary records of achievement
- Annual review reports

In addition to the analysis of data relating to academic attainment, we also compile and analyse data in the following areas:

Physical accessibility

Lesson observations

Subject auditing

The data is essentially collected through documentary and observational means.

c) Information on other disabled people using our services

Currently the school does not collect information regarding any disability or health conditions that the parents or carers may have when their pupil is admitted to the school, nor do we collect such data on other users of our services.

The school has not specifically audited the parents or carers of current pupils in order to ascertain the disability/health conditions they may have. However on an individual basis needs are met wherever possible, and the school site, including the Hydrotherapy pool has been adapted for use by wheelchair users and those who need the support of symbolic communication.

How we use the information gathered

The school is collecting this information in order to ensure that we continue to provide equality of opportunity throughout the school, to pupils, parents, carers and other stakeholders in the school. We will use the information to create an initial action plan and to inform subsequent schemes. We will use the information to provide us with data to support a continual review of accessibility and equality within the school on both a physical and philosophical basis.

How the impact of our school policies and practices will be assessed

The school's policies have a rolling programme of renewal and revision. In the completion of this the school ensures compliance and compatibility with all legislation relating to equality. This way we can ensure that we respond

to changes in legislation and monitor the relevance and appropriateness of the policies we hold. Impact upon the pupils, parents, carers and other stakeholders will be assessed on an annual basis. This will be targeted to elicit information relating to specific adaptations applied through the action plan. This will relate to both short term and long term impact.

The information gathered will be used to support reflection upon the effectiveness of the action plan and will, where appropriate, guide the development of future action plans.

The school reflects upon its practices and reviews effectiveness continually and as such we are quick to become aware of areas in need of development and approach these in a proactive and strategic manner.