



THE  
**GARIBALDI**  
SCHOOL

**Disability Equality Scheme  
2018**

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## **Mission Statement**

At the Garibaldi School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those who receive services from the school. Our aim is to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Data will be used to monitor the achievement of disabled pupils, raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At the Garibaldi School, we believe there is strength in diversity and that this diversity should be respected and celebrated by all those who learn, teach and visit here.

## Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such class assemblies?
- Does the school take part in annual events to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, 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, pupils 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?

# 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.

## **The Disability Equality Duty (DED)**

### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school 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 pupils 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**

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

#### **Contact with parents and carers**

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

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

## **Hiring transport**

School staff will need to be 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.

## **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 school life. 9

## **Making things happen**

**At the Garibaldi School disability equality will be promoted in the school environment in the following ways.**

- Promoting equality of opportunity between disabled people and other people.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, by advertising Parent courses e.g. Dyslexia Action and ADHD.
- Increasing staff awareness of disabilities through training.

Ensuring that disabled pupils take part in enrichment and wider school activities

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
- Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
- If a number of incidents have been prevalent within a particular year group, use Friendship groups, assembly and active tutoring to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
- Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Promoting positive attitudes towards disabled people  
(continued)
- Celebrate and highlight key events such as the Paralympics, Autism Awareness Day and Dyslexia Awareness Week.
- Encouraging participation in public life by disabled people.

- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and Student Voice exercises.

## Action plan

The following action plan outlines what will be achieved this year with regards to meeting the Disability Equality Duty

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will it be monitored?	Responsibility for implementing the action?	Start date	Completion date
Promoting equality of opportunity between disabled people and other people;	The parents of children with a disability may not be aware of how to best support the learning of their child	Further develop Parent/Information evening liaison opportunities with Student Support department.  Development of the SEND area of the website for information advice and guidance for parents.	Questionnaire/  Attendance at events  Discussion with parents at Annual Review meetings	Annually	SEDNCo	Sept 2018	ongoing
Promoting equality of opportunity between disabled	Monitor achievement of students with disability and the impact of interventions.	Further development of data systems to explicitly track impact of planned	At Progress checks and end of year results.	3 points per year for each year group + results	SENDCo / Assistant Head of School – Achievement.	Sept 2018	ongoing

people and other people		interventions.					
Promoting equality of opportunity between disabled people and other people;	Ensure teaching staff have clarity on which students in their groups have additional needs and how best to support their learning.	Redevelopment of the RON Integration of information, advice and guidance on SEND students to be centralised.	At Progress checks and end of year results. Learning Walks QA of Class Information Folders	Termly	SENDCo / Assistant Head of School – Achievement.	Sept 2018	ongoing
Promoting equality of opportunity between disabled people and other people;	Ensure all students with a disability can get access arrangements for examinations where required.	Develop a strategic approach to access arrangements testing for students with a disability Increase time allocation for AA testing in department.	At Progress checks and end of year results.	Annually	SENDCo	Sept 2018	ongoing
Promoting positive attitudes towards disabled people;	Use school environment to promote positive attitudes towards people with disabilities.	Assemblies to include people with a disability who are positive role models. PHSCE programme to	Reduced incidents of Improved ATL for SEND students Positive Student Voice	Annually	SENDCo	Sept 2018	ongoing

		highlight the positive contribution of disabled people to society.	feedback				
Encouraging participation in public life	Disabled students participation in school forums/interview panels/community events	Ensure disabled students are invited to show visitors around school, take part in interview panels and Student Voice exercises etc.	Log kept of student involvement	Annually	SENDCo	Sept 2018	ongoing

## **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 the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the 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 Nova Education Board and Local Governing Body, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact: Tom Voice - SENDCO