

Disability Equality Scheme

School name: Cardinal Hume Catholic School

3 year period of the plan: Dec 2010 – Dec 2013

1 Vision, Values and Ethos

Cardinal Hume Catholic School is committed to the principles of inclusion. We have a caring, supportive Catholic ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- positive relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- co-operation to develop the abilities of pupils to contribute as members of groups and recognising their responsibilities.
- self-discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

2 The legal context

The 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish a disability equality scheme. It requires schools to be more proactive in their approach to promoting

disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

'a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This definition covers 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 only if the effect is on a person's ability to carry out normal day-to-day activities. *See Appendix D for a list of impairments that would affect normal day-to-day activities.*

The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

Part 4 of the DDA requires that the governing body increase access to education for disabled pupils. Our school has produced, with this scheme, an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in the curriculum; accessing the building and services and delivery of information to pupils and adults.

3 Involvement of pupils, staff, parents/carers, governors, agencies and service providers

A working group representing the views of disabled people has been fulfilling our statutory duty to involve disabled people in the production of this disability equality scheme (DES) over the past three years. Members of the group for the coming three years are Cllr Tom Graham, (Vice Chair of Governors), Mrs Pinnock (Governor), Nick Hurn (Head Teacher), Brendan Tapping (Deputy Head Teacher), Charles Greenall (GWK Architects)

Pupils in our school, have continue to provide their views to the group on accessibility issues and the school provision especially during the wide variety of pupil voice groups we use e.g. student council. Consultation with students and disabled experts is an ongoing process in this school. Through respectful relationships with disabled pupils we acknowledge their feelings and respond to their views.

Where we have disabled staff, parents and service providers have already noted their views and we will continue to provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments.

We will seek to record views of external agencies, voluntary groups and services we procure to inform our disability equality scheme and make any necessary adjustments.

An annual report, identifying priorities for school action, will be provided by the working group and passed on to the governing body

4 Information Gathering in relation to the recruitment, development and retention of disabled employees

Cardinal Hume Catholic school will follow the statutory guidance on the collection of information on disabled employees and the recruitment of new staff. The local authority human resources database has a record of those staff that have indicated whether they have a disability. Other information in school will be analysed to ensure that there is no discriminatory practice and will take into account the following: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff that voluntarily provides information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the governors agreed policies on sickness and returning to work.

5 The educational opportunities available to, and achievements of, disabled pupils

The school maintains a pupil tracking system, which provides current data on pupil attainment and achievement. This system also provides specific information on pupil disability and attainment. Pupils with a disability will be registered on admission to Cardinal Hume Catholic School. Information will be collected through the transfer of records from previous schools, the local authority and parents to ascertain pupil needs and levels of attainment and achievement in order that consideration is given to provision and access to curriculum. Further detail is available in our school's SEN and Admissions Policies.

In order that pupils have full access to the curriculum the school will prioritise aspects of the school Accessibility Plan so that pupils with a disability are ensured greater participation in the curriculum.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

6 Impact, reviewing and reporting our scheme

The scheme will be monitored by the governing body and will be reviewed annually with the SEN policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability.
- Current pupils, staffing and others who are registered with a disability.
- A record of the progress made against the school Accessibility Plan.
- Adjustments that are to be considered in the school SEN policy which would cover staffing and provision.
- Priorities that would be included in the school's SEF and improvement plan.

Governors receive an annual report on the school's DES. A summary of the scheme priorities are in the school prospectus and on our website.

This scheme and action plan has been agreed by the full governing body

Signed (Chair of Governors) Date.....

Accessibility Plan & Disability Equality Scheme Activities

School: Cardinal Hume Catholic school

Date: Dec 2010

Activities	Resources	Date achieved	Responsible	Outcomes
1. Leading and monitoring the disability equality scheme				
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them.	Time 2 days	September 2011	N.Hurn. Head Teacher And Governors	School Aims & Ethos Disability Scheme & Accessibility Plan.
Establish the disability working group to ascertain views of disabled people. Identify key actions and promote greater involvement in school life.	To be determined based on the findings of the group	September 2011	N.Hurn. Head Teacher And Governors	State of the Art building designed and now built that caters for the needs of the disabled. But updates could be needed based on working party outcomes
Review and update the school accessibility plan	Based on the above findings	September 2011	N.Hurn. Head Teacher And Governors	To be completed
The DES will be monitored and reviewed on an annual basis.	Time 1 day	Planned for December 2011	N.Hurn. Head Teacher and Working Group	To be decided
2 Promoting curriculum access for disabled pupils and adults				
Pupils with disabilities can access ICT	Via their own Laptop School Cost ongoing £40 per annum. Various specialist ICT software	March 2011 -annually	Senior Leadership Team	All pupils can access ICT anywhere in the school

School visits are made accessible to all pupils irrespective of attainment and impairment.	School transport provided with a ramp. Plus dedicated individuals assigned to students/Risk assessed. Cost £30k	September 2011	SEN Department	Careful risk assessments made and implemented before any activity.
Pupils with disabilities are encouraged to take part in music, drama and physical activities	High Tech facilities that allow all inclusive participation via ICT etc Cost-within school build	September 2011	Senior Leadership Team	State of the Art Music, Drama and Sports facilities
3 Improving the quality of information for and about disabled pupils and adults				
Provide information in a range of formats, including website access	All needs catered for where possible. Braille, hearing impaired equipment etc	September 2011	SEN Department	We have provided a range of formats as required
Ensure that parents who have a disability can receive information and reports by an alternative method	As above	September 2011	Pastoral Team	We have provided a range of formats as required
4 Improving the physical environment of the school and its services				
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	New building	September 2011	Senior Leadership Team	The building has been thoroughly tested by disabled users and given glowing reports.
Provide pathways to travel around the site. New railings provided at the entrance to the school	New building	September 2011	Senior Leadership Team	As above
Ensure Emergency Evacuation covers pupils and adults with a disability	New building	September 2011	Senior Leadership Team	Fire training and drills regarding all the school including disabled have been carried out successfully this term