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YSGOL BRO GWAUN

**DISABILITY
EQUALITY
SCHEME**

2019 - 22

April 2019

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Mission Statement

At Ysgol Bro Gwaun, we are committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Ysgol Bro Gwaun, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Disability Equality Scheme sets out an approach to promoting disability equality in all and every aspect of our school's life and relates to:

- Pupils
- Parents/carers
- Staff
- Members of the wider school community

Introduction

The Disability Discrimination Act (DDA 2005) introduces a new duty on public authorities and schools to promote disability equality across all school functions. The Disability Equality Duty (DED) requires schools to develop a proactive approach to making a real, positive change to the lives of disabled people, not just pupils, by promoting disability equality in all their practices, policies and procedures. The DED consists of two elements:

- The General Duty – applies to all public authorities
- The Specific Duty – applies only to specific bodies, including schools

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.

Further details regarding definitions are available in **Appendix A**

The Disability Equality Duty

The General Duty

The General Duty requires schools, when carrying out their functions, to have due regard to the need to:

- Promote Equal Opportunities
- Eliminate unlawful Discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Meet disabled people's needs, even if this requires more favourable treatment

The Specific Duty

Under the specific duty, schools are required to prepare a Disability Equality Scheme (DES). The DES must be prepared with the involvement of disabled people and must include:

- A statement of the ways in which disabled people have been involved
- Methods of impact assessment
- Arrangements for gathering information
- How the school will use the information gathered

The General Duty

In order to ensure that action is taken to meet the Disability Equality Duty, Ysgol Bro Gwaun has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and includes:

- 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, for example through workshops*
 - *Ensuring that all school trips/after school clubs are accessible to disabled pupils*
 - *Give disabled staff more time to mark pupils' coursework if needed as a consequence of their disability*
- 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 incidents*
 - *Investigate and address specific issues with all pupils through circle time, Personal and Social Education, Assembly*
 - *Ensure all parents have access to information in alternative formats including phone calls/home visits if required*
- Promoting positive attitudes towards disabled people.
 - *Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, books, displays and learning materials.*
- Promoting positive attitudes towards disabled people
 - *Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Dyslexia Awareness*

- *Visiting speakers/role models in school*
- Encouraging participation in public life by disabled people.
 - *Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council*
 - *Encourage applications from disabled people to the Governing Body*

The Specific Duty

Involving people who are disabled in the development of this scheme:

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Ysgol Bro Gwaun has involved disabled pupils, staff and members of the school community in the development of our Disability Equality Scheme by:

Firstly a group of interested pupils, staff, parents and experts in the field of disability were invited to meet, to discuss the problems faced by disabled pupils in school and in school related activities. From this group a small working group volunteered to prepare a questionnaire together with information relating to the Disability Equality scheme for the Bro Gwaun Family of Schools.

The scheme was discussed at the Ysgol Bro Gwaun meeting March 2013. The working group identified a number of key questions and specific areas to investigate (Appendix C)

Arrangements for gathering information on the effect of our policies and practice on disabled people:

We have consulted with disabled pupils / staff / parents / community users to determine their priorities for the school with regards to this disability equality scheme over the next three years via:

- *Focus groups*
- *Questionnaires*
- *Feedback slips*
- *Drop-in sessions*
- *School Council*

We collate information on disabled pupils through *PLASC/SEN register* and monitor their progress and achievement *through regular reviews*.

We ensure that recruitment and selection procedures for staff collect information on disability.

We keep a record of parents/carers who have a disability *as part of our induction records.*

We will ensure that all information is gathered in a sensitive way and provide an explanation of the purpose of this exercise. We will ensure that pupils, parents, governors, staff and members of the community feel comfortable in the school so they can raise any issues or difficulties they may have as a result of their disability.

The information will be used to identify areas of good practice and identify areas for development in all aspects of school life including:

Dissemination of information, access to the building, increased opportunities etc

This information will be analysed and used as a basis for preparing, monitoring and evaluating the Action Plan and reviewing the effectiveness of actions taken.

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 Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact: Miss R Lewis ALNCO Mrs Gian Caffola-Ward, Non-teaching SEN Governor.

Appendix B

Key questions designed by the Disability Committee

- Are we confident that the school policy for bullying/harassment works for all pupils?
- Do pupils with a disability feel safe in all areas of the school?
- Are all the staff aware of the specific needs of disabled pupils?
- Are pupils aware of the general needs and rights of disabled pupils?
- Do disabled pupils have the same access to the curriculum, extra curricular activities and the “hidden curriculum” of our school as those who are able bodied?

Specific areas for analysis are:

- Safeguarding
- Inclusion
- Toilet/hoisting facilities.
- Dining room layout
- Access to specialist equipment in I.T., P.E., Technology, Science.
- Fire/emergency evacuation.
- Signs and symbols around the school.

A report on the key questions and specific areas is currently being prepared by the Disability Committee.

The Working Group in 2016

Mrs N Nicholas Head teacher, Miss R Lewis ALNCO, Mr Oliver Johns (SEN Governor), Mr Chris Dunn (SEN Governor), Mr D Llewelyn Site Manager Miss Ayesha Griffiths Yr 13 School council representative, Mr Daniel Rathbone Yr 9 SEN pupil.

Appendix A

Definition of Disability

Pembrokeshire County Council has embraced the social model of disability, which provides a perspective that people with impairments are more disabled by the barriers society erects (environmental, physical, organisational, etc) than by their impairments alone. In responding to the need to enable disabled people to participate fully in the life of our schools we recognise the need to work to reduce these barriers to their participation.

The following is a summary of the definition of disability. For further details, please, follow the attached link http://www.drc-gb.org/docs/definition_guidance_final.doc

The Disability Discrimination Act defines disability as follows: *'a person is disabled if they have a mental or physical condition which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities'*.

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection (HIV), cancer or multiple sclerosis (MS).
- Substantial means more than minor or trivial.
- Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day-to-day activities cover the following categories:
 - Mobility
 - Manual dexterity
 - Physical coordination
 - Continence
 - Ability to lift, carry or otherwise move, everyday objects
 - Speech, hearing or eyesight
 - Memory or ability to concentrate, learn or understand
 - Perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the DDA 2005, ie those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

School Access Plan Statement

Ysgol Bro Gwaun Access Plan has been prepared for the period 1st April 2013 to 31st March 2016, and each of the three strands of the planning duty have been considered, namely:

1. Increasing the extent to which disabled pupils can participate in the school curriculum and in activities such as after school clubs, leisure and sporting events and school trips
2. Improving the physical environment of school for disabled people
3. Improving the delivery to disabled people of written information provided to people who are not disabled

Each of the identified actions within these plans have been prioritised into the short, medium and long term, together with an indication of the resource implications of such actions.

The checklists at Appendix B have been used as a guide to inform our planning process

This school's Access Plan is attached.

SCHOOL ACCESSIBILITY PLAN 2019 - 2022

SCHOOL : Ysgol Bro Gwaun

COMPLETED BY : Miss R Lewis ALNCO

DATE : May 2019

ACCESSIBILITY PLAN OUTCOME – PART A

Increasing the extent to which disabled pupils can participate in the school curriculum

Comment:

Since September 2009 on going programme of Inclusion for both support staff (LSA's Cover Assistants, ALN dept) and teaching staff has been provided:- SPLD, Anger Management, ASD, Mental Health Issues, Anaphylactic shock / EPI pen use, Downs Syndrome, updating First Aid certificates, individual LSA's have received training in Guided reading programmes and use of Evacuation chair, as well as Speech & Language training, Team Teach and outdoor schools training. Attachment Aware course and Young Carers project have been introduced since Sept 2015. Policy at YBG states that we welcome all pupils and staff with disability and actively ensure that they are able to take a full part in all school activities. School visits for example, have to be accessible to all pupils; funding additional needs must be built in to the planning stage of any activity.

Staff awareness of inclusion issues is highly developed. Staff are sympathetic to the extra time required to complete tasks, to move around the school/campus and sit tests and exams. The support mechanism to assist with coursework, internal and external exams is well developed.

There is Harbwr, Enfys, Hendre, Corlan and BGRU provision, alternative curriculum, LSA presence at lunch-time clubs and activities and encouragement to participate in competitions and sports events contributes to our inclusion policy.

The Harbwr LRC provision ensures that all pupils, whatever their needs can access an individualised curriculum. Alternative curriculum is in place for KS3 and KS4 pupils as the need arises.

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1. Activities <i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	2. Success Criteria <i>How will we know whether we have achieved our target?</i>	3. Responsibility <i>Who, Where</i>	5. Cost £	6. Monitoring <i>What evidence will be gathered? Who will collect it and how?</i>	7. Evaluation <i>How effective is the action?</i>
Short Term (1 Year) Training for staff and support staff (with pupil's voice) on Dashboard: (ALN)	Staff more aware of pupils' individual needs	ALNCO Line Manager	—	ALNCO - Disability Equality Committee	Evaluation of ALN training by staff & pupils
Medium Term (2 Years) Development of IDP's for specific pupils	Pupils' IDP developed in line with new ALN reform	ALNCO County	Time to hold IDP/PCP Meeting with County, pupils and parents	ALNCO County	IDP's completed for certain individuals (starting with pupils in the LRC)
Long Term (3 Years) All pastoral meetings to be based on PCP models.	Meeting with PCP ethos	ALNCO YPM's	—	ALNCO Line Manager	PCP ethos central to pupil meetings

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
Short Term (1 Year) Review of fire and emergency evacuation system – Fire drill in light of recent changes to school building and environment.	Report from SLT and site manager	SLT		Fire service & staff feedback from site manager	Time taken to safely evacuate building
Medium Term (2 Years) Develop 'Pupil passport of opportunities'	Pupils to have various opportunities	Health and wellbeing lead		Health and wellbeing lead SLT ALNCO	Pupil passport ongoing process
Long Term (3 Years) Review physical environment – to be ALN friendly	Review County and SLT	County SLT		County SLT Site manager ALNCO	Environment more ALN friendly

SCHOOL ACCESSIBILITY PLAN 2019 - 2022

SCHOOL : Ysgol Bro Gwaun

COMPLETED BY : Miss R Lewis ALNCO

DATE : May 2019

ACCESSIBILITY PLAN OUTCOME – PART C

Improving the delivery to disabled pupils of written information provided to pupils who are not disabled

1. Activities <i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	2. Success Criteria <i>How will we know whether we have achieved our target?</i>	3. Responsibility <i>Who, Where</i>	5. Cost £	6. Monitoring <i>What evidence will be gathered? Who will collect it and how?</i>	7. Evaluation <i>How effective is the action?</i>
Short Term (1 Year) Continue to have Large print / Brail copy provided for internal and external exams and appropriate coloured paper, overlays and handouts to be available for pupils with dyslexia	Pupils accessing appropriate materials	HOD's ALNCO	Overlays and Buff paper	ALNCO	Improved access for pupils and improved communication
Medium Term (2 Years) Continue access (for pupils) to Laptops/new technology	Improved understanding and pupils making greater progress	HOD's ALNCO		HOD's ALNCO	Improved access for all pupils of new technology
Long Term (3 Years) Develop the use of Clicker 7 for LRC and mainstream pupils to support with writing	Improved progress in pupils writing work	ALNCO Staff in LRC		ALNCO	Improved learning outcomes