

South Bromsgrove High

Disability Equality Scheme

Reviewed by the Governing Body
Next review due
Policy responsibility

May 2019
May 2020
SENCO

Definition of Disability

“A physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities” *DDA definition*

Governors and staff endeavour, at all time, to be sensitive to the needs of disabled students, parents or visitors.

Audit of Current provision against 6 elements of General Duties

1. Promoting Equal Opportunity

- Disabled Access available to all areas of the school
- Disabled parking spaces
- Equal Opportunities policy in place
- Curriculum Pathways to meet individual needs
- Support from external agencies for example, Visual Impaired and Hearing Impaired services
- Significant partnerships with Chadsgrove School – a local special school including in drama, music and sport.
- Vulnerable student centre availability on ground floor for temporary needs
- Use of lift where appropriate
- 2 TAs trained in working with disabled
- Liaison with Chadsgrove School and feeder schools in carrying out risk assessments prior to entry
- Special Arrangements for D of E students on expedition
- Neuro Development Movement Programmes
- Physical Achievement sessions for SEN students within school and local area..

2. Eliminating Discrimination

- All Safeguarding Policies available to staff and parents via website
- Safeguarding steering group meets half termly for updates and to monitor policies
- Adult Other Than Teacher Mentoring Scheme operates effectively
- Student Support Workers as port of call in bullying related issues
- SEN room available to vulnerable students at breaks and lunchtimes
- Assemblies focus on bullying and implications of intimidating behaviour
- Student involvement in updating the Shared Respect Policy
- Significant involvement of Tutors, HOY and SEN Team in dealing with any issues related to bullying.

3. Promoting Positive Attitudes

- Disabled parents given special consideration by staff at school parents meetings and events
- Recruitment Policies which recognise for disability are in place

4. Encouraging Participation in Public Life

- Open access to sporting and D of E activities, where practical, and appropriate support and dispensations made
- Involvement of all students and open access to House events and Annual Eisteddfod
- Appropriate pathways such as college placements often very successful
- Appropriate consideration given to work experience placements
- At all school events special arrangements made for disabled members of community as appropriate

5. Taking Steps to meet disabled people’s needs if more favourable treatment is required

- Assessments for Neuro Development Programme and Listening Programme
- Teaching Assistant Support as appropriate to needs
- Appropriate examination dispensations requested
- Access to SEN Area and Brookside breaks and lunchtimes
- Active Sports activities for disabled students - won National Award

- Sports activities for disabled students are organised within the All Active Academy.
- External Agency support as appropriate to needs including Occupational Therapy

6. Plans implemented following audit of provision in 2013/14

- Identify students for census - giving definition as at start of this document
- Ensure parking space is labelled for disabled parents, staff and visitors or for dropping off and picking up students
- Continue to evaluate Shared Respect policy and areas for involving students reflectively such as Citizenship and assemblies
- Ensure plan is taken to Governors and updated with them on an annual basis

7. Actions for 2015/16 following review of this policy

- Make a space on Confidential Data Checking Sheet (PI form) for parents/students to identify a student's disability and any associated needs.