



BURSCOUGH PRIORY SCIENCE COLLEGE



DISABILITY EQUALITY POLICY **January 2011 – January 2014**

THE SCHOOL MISSION STATEMENT

To be a school where all students are learning to their maximum in the classroom; incidents of disruptive behaviour are nil; individual progress is monitored with intervention strategies available and applied at point of need and extension homework is rigorously given and marked. Learners are educated to perceive their strengths and areas for development and enabled to improve both, in order to become autonomous learners for life and valued members of a wider and increasingly multi-cultural community.

THE AIMS OF THE POLICY

This policy's aim is to provide a structure to:-

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

This policy explains how the school meets these responsibilities and, together with the Accessibility Plan, provides how further improvements in future can be achieved. The two will be amalgamated at the next review.

RECRUITMENT, DEVELOPMENT AND RETENTION OF DISABLED EMPLOYEES

Following Lancashire County Council employment systems, at recruitment, staff are asked to disclose details of any disability on the confidential pre-employment form. Screening is then undertaken and a fitness for work grading given. The school is aware of the 'Access to work' scheme and of LA policies, which may be relevant for disabled staff. For example, present staff have taken advantage of "phased return" arrangements. Governors will be asked when they take up their posts whether there are any disabilities that they wish to disclose in order that the school may make reasonable adjustments necessary. The Headteacher will hold a confidential register of all school users with disabilities. The numbers of disabled children and adults and trends over time should be analysed at each review and any actions taken.

EDUCATIONAL OPPORTUNITIES AVAILABLE TO AND ACHIEVEMENTS OF DISABLED STUDENTS

In pre-transfer interviews parents are consulted as to how their child's needs can be best met. Home visits if appropriate, Pre-School visits and introductory meetings with the Headteacher for all inwardly mobile children, ensure details of children's disabilities are discussed. Detailed transfer programmes are drawn up in consultation with parents, teaching staff from both schools and outside agencies where applicable (for example, for those children with statements of educational need or medical conditions). Photographs and details of disabled children with significant needs are displayed in the Staff Room for all adults working in school. Copies are circulated to all staff. The school's list of children with special

educational needs records the number of children in each category of need. The names of those children not at School Action or School Action Plus phase or who have a statement of educational need, but who are/or have been of concern for any reason, are listed for all staff in each year group. Details of particular, non-confidential, day to day needs are kept inside the school register for the benefit of supply teachers. For example, children with medical needs such as allergies, and children who wear glasses. This is to ensure they can provide appropriate educational opportunities and any additional support for the identified children.

DISABILITY EQUALITY POLICY

All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style. For example, picture enhanced communication methods such as visual time-tables for those with language difficulties. Short-term planning indicates those children with particular needs, and the type of teaching method to be employed.

Reasonable adjustments are made to the timetable when required for instance reduced hours, rest periods in the day or phased returns after absence. The school's student tracking system monitors the attainment of all children and individual targets are set in response. The Every Child Matters Centre review the progress of those children with special needs and Individual Education Plans (IEPs), Student Development Plans or Pastoral Support Plans are drawn up in consultation with student, parent or carer and outside agencies if appropriate.

The emotional care of all students is high priority in school and developed through our Life Studies curriculum and the Every Child Matters Centre which encourages children to communicate any concerns and has interventions to address issues such as self-esteem, anger management and conflict resolution. Adult mentors are assigned and older children act as 'buddies' to younger age groups. Children who are socially vulnerable are noted for extra care from staff at break times and alternative activities can be arranged. Children with disabilities are able to access special arrangements for examinations, should they meet the statutory criteria to qualify for extra time, a reader or a scribe. Children are trained beforehand so that they are able to take full advantage of these arrangements.

The school promotes and monitors access for children with disabilities on all school visits, social events, and residential trips. Individual risk assessments are compiled to facilitate positive inclusion. Children with disabilities are represented in positions of responsibility like the School Council. Intervention programmes, extra supported visits and informal liaison meetings are arranged to foster successful transfer to secondary school and other establishments. The school monitors the number of children with disabilities accessing school clubs and actively promotes the inclusion of children in clubs both in and out of school.

Feedback from parents on the success of the above is sought from students, parents and carers both verbally and in the form of questionnaires or similar. Students with disabilities will be asked to identify what they have found to be potential barriers to their learning. These issues will be analysed and relevant changes planned.

INFORMATION ON OTHER DISABLED PEOPLE USING OUR SERVICES

This policy is published on the school website. In order to identify disabled users, disclosure is required in order that any reasonable adjustments can be made.

HOW THE IMPACT OF OUR SCHOOL POLICIES AND PRACTICES WILL BE ASSESSED

The school has a cycle of policy reviews. All planning will be examined in the light of the Policy and the possible implications for disabled adults and children. Necessary alterations or actions will be initiated

as a result. The school will continue to monitor the success of this policy annually, participating with parents and carers, employees, students and other users.

Revised February 2011