



Ysgol Gymraeg Penalltau

DISABILITY EQUALITY SCHEME

Accessibility Plan

FOREWORD

Valuing diversity is central to achieving the overall aim of ***Ysgol Gymraeg Penalltau***

The governing body of our school is therefore pleased to publish its first Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Disability Equality Scheme is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in Ysgol Gymraeg Penalltau will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves.

INTRODUCTION

The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation, attend schools or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the “overarching goal of the duty is to promote equality of opportunity”. In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- A definition of both disability and inclusion that is wider than special educational needs* and applies to all vulnerable groups
- Taking a proactive approach in making reasonable adjustments
- Work with pupils, staff and parents/carers
- Involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

The general duty

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The Specific Duty

The specific duty requires schools to publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme.

Ysgol Gymraeg Penalltau - Our vision and values

Ysgol Gymraeg Penalltau is committed to being a place where each and every individual will be valued and respected; a safe, supportive and happy environment where all pupils and staff can flourish to achieve their true potential.

Who do we mean by "disabled people"?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes

* the legislation includes in the definition of SEN any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities

'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects one or more of the following

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

The school governing body and Head teacher collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

Action to Date

Our Disability Equality Scheme will take a fundamental step in removing these discriminatory barriers for disabled people in Ysgol Gymraeg Penalltau. The Scheme builds on what we have done already to promote equality for disabled people.

For example we have adopted:

- As a new build, appropriate attention was paid to DDA regulations in both planning and construction stages.
- An Accessibility Plan which aims to
 - Increase the extent to which disabled pupils can participate in the school curriculum
 - Improve the physical environment in Ysgol Gymraeg Penalltau to increase opportunities for disabled pupils
 - Ensure that disabled children and parents are provided with information in formats that are accessible for them
- We have an Equal Opportunities Policy
- Our SEN policy also supports the reduction of the adverse effects of disability.

INVOLVEMENT

Involvement of Disabled People in Developing the Scheme

Parents of disabled pupils have been invited to school to discuss the needs of each individual. Issues raised in these consultations have been included in our action plan.

To include every stakeholder is an integral part of all the School policies and we make sure that children are aware of disabilities and the importance of respect and equal opportunity.

Disabled pupils and parents/carers will be included in review meetings, transition planning and will be involved in monitoring the scheme and action plan as appropriate.

No members of staff have recorded having a disability. The school's staff were however consulted on the aims and objectives of the DDA in a staff meeting. We were able to identify areas to focus on in our action plan relating to newsletters and parental information distributed by staff. We also identified that further information, training and up-dates would be needed.

Eliminating harassment and bullying

Discrimination, bullying, harassment of disabled children and adults will be not be tolerated at Ysgol Gymraeg Penalltau. *See Equal Opportunity Policy, Anti-Bullying Policy, Discipline Policy, Whistle blowing Policy, Admissions Policy*

Reasonable Adjustments

Adjustments are made following the assessment of each individual needs. These could include one to one support, regular breaks in teaching and learning, specific equipment, extended time on activities etc

Information, Performance and Evidence

Pupil Achievement

The school will collate data of the achievement of pupils with disabilities to enable us to track progress effectively.

Learning Opportunities

All pupils at Ysgol Gymraeg Penalltau have equal opportunities to learning opportunities. Support and guidance will be provided by the L.A. when necessary to ensure inclusion.

Social Relationships

Issues regarding disability and discrimination are challenged through our programme of Personal and Social education. Resources are selected in order to promote inclusion and challenge prejudice.

Employing, promoting and training disabled staff

The school follows the L.A. policy for Equal Opportunity in all aspects of staff recruitment, training and promotion.

Medical and personal care needs

Disabled children and/or their parents/carers been consulted on how they want the procedure or administration of medication carried out. Care Plans are in place for the meeting of health needs of the administration of medication where appropriate.

IMPACT ASSESSMENT

Ysgol Gymraeg Penalltau recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Ysgol Gymraeg Penalltau regularly monitors the impact of the school's policies. When reviewing our DES we will consider:

- Consultation with disabled stakeholders, in order that effectiveness of strategies can be reviewed and areas for change can be identified
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

This scheme will monitor -

- Disabled pupil attainment
- Effectiveness of reasonable adjustments
- Recruitment, retention and career development of disabled staff
- Admissions of disabled pupils
- Exclusion of disabled pupils

We will use the results of our monitoring and assessment activities to make reasonable adjustments review the effectiveness of this plan and identify future priorities.

Our priority actions are included in the attached action plan.

Monitoring and Review

We will review this policy annually. We will consider whether we need to make any further adjustments each September when we welcome new children and staff to our school. Progress will be reported to governors.

Links with other school plans and policies:

This Scheme is to be read in conjunction with the School Access Plan. Together, they are intrinsic to:

1. The School Improvement Plan
2. The Equal Opportunities Policy
3. Equalities Monitoring procedure
4. Anti-Bullying Policy
5. Protection of Employees and associated documents (including Bullying and Harassment)

Senior Member of Staff Responsible- Mrs Lowri Owen (ALNco)

If you need further copies of this document, or would like the document in another format, such as enlarged print, Braille, audio tape or another language, please contact:

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