

HESSLE FEDERATION OF SCHOOLS

HESSLE HIGH SCHOOL

**Disability Equality Scheme
September 2006**

**‘making equality a reality for
Disabled people’**

Effective Date: March 2009

Date of minuted approval by the governing body: 19 March 2009

Review Committee: Personnel and Pay

Review Date: March 2011

Our Commitment to Involvement:

**We will involve disabled people in developing all aspects of
this Scheme**

Foreword

Welcome to Hessle High School's Disability Equality Scheme. All public authorities have to produce a Disability Equality Scheme. This is a good opportunity to show everyone how we will address the inequality, disadvantage and discrimination that disabled people face during their lives.

We also want to show how we will enable disabled people to become full and active members of the community in which we live. The talent and potential of many disabled people is not always valued or recognised. We will ensure that when we deliver services we think about how we can meet the diverse needs of disabled people. We will continue to acknowledge the skills and abilities of disabled people who are part of the Hessle High School community and seek their views in reviewing the scheme.

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The Purpose of our Disability Equality Scheme

The new Disability Discrimination Act (DDA) 2005 give the school what are known as ‘general’ and ‘specific’ duties to promote disability equality. Disability equality is about making things fairer for disabled people.

Producing a Disability Equality Scheme is one of the ‘specific duties’ of the new DDA 2005.

What is a Disability Equality Scheme?

A Disability Equality Scheme sets out our plans for making equality happen for disabled people at Hessle High School. The scheme also includes a number of things we must consider under the specific duty. For example, our Action Plan must include measurements of progress for disabled people in the school.

Further information about the Disability Discrimination Act 2005, including what the new duties mean can be found in the section called ‘What the Law Says’ (page).

The purpose of our Disability Equality Scheme is to

- Show how we have involved disabled people in decisions we have made.
- Find out what barriers are faced by disabled people and take steps to remove them.
- Find out what disabled people need and which of these needs are the most important to them.
- Make sure we meet our legal duties.
- Explain how we make things fairer for disabled people.
- Provide information about our involvement and training arrangements.
- Work in partnership with other disability organisations to prevent ignorance and prejudice in the wider community.
- Monitor and check what we are doing and report appropriately.

Hessle High School’s Priorities and Targets

To deliver our vision we will:

‘Work to promote equality and reduce disadvantages’

There are a number of things we aim to do and we list a few examples below

- Increase accessibility to the school site.
- Encourage applications for posts within the school from appropriately qualified disabled applicants.

The National Context

There are an estimated 11 million disabled adults in the United Kingdom (1 in 5 of the total adult population) and 770,000 disabled children. Many of these disabled people often have less obvious or non-visible impairments.

Disabled people do less well than non-disabled people in many areas of life. For example, they are more likely to do less well in terms of employment, income and education. Disabled people are also more likely to face discrimination and negative attitudes ('Improving the Life Chances of Disabled People,' Government Strategy Unit 2005).

The Local Context

What is important to the disabled members of the Hessle High School community?

One aim of this scheme is to find out what disabled people need and find out which of these needs are the most important to them.

A second aim is to co-ordinate our policies and practices with those of East Riding LA.

What the Law Says

Hessle High School will carry out its duties under disability legislation. This includes

- The Disability Discrimination Act (DDA) 1995 as amended by the Disability Discrimination Act 2005
- The Special Educational Needs and Disability Act 2001
- The Children Act 2004 (which includes provisions for disabled children)
- Building Regulations 2000 and Part M requirements - building regulation amendments 2003.

Disability Discrimination Act (DDA) 2005

The new general duty means that we must, in carrying out our functions, (what we do) have due regard to

- promote equality of opportunity between disabled people and other people
- eliminate discrimination which is unlawful under the Act
- eliminate harassment of disabled people that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people more favourably than other people.

The general duty builds upon the duties of the Disability Discrimination Act 1995 including the duty to make reasonable adjustments to make sure disabled people can access employment, goods facilities, services, functions and premises.

The Equality Standard for Local Government (Schools)

In order to deliver our overall commitments on equality and diversity Hessle High School will commit

- to a comprehensive Equality Policy
- assessment and consultation
- setting equality objectives and targets
- achieving and reviewing outcomes.

The commitments are also about making equalities part of our day to day activities.

We recognise that disabled people may also be affected by other equalities matters such as race and gender (this is sometimes known as multiple discrimination).

Introduction to Hessle High School's Disability Equality Policy

The Disability Equality Policy sets out our overall objectives, principles and commitments to disabled people.

The policy's guiding principle says that:

'We believe being disabled is a social issue and that an impairment causes an individual to be disabled because of the social, attitudinal and environmental barriers that the individual faces (this is know as the social model of disability). Our efforts will be focussed on removing these barriers'.

The Disability Policy has recently been updated. The full policy can be found at the end of the Scheme see **Appendix 1**.

Who is responsible for the Disability Equality Scheme?

- The Governing Body of Hessle High School has overall responsibility for the Disability Equality Scheme.
- The Executive Headteacher is responsible for ensuring that the Scheme is put into action within the school.
- All members of the Hessle High School community have a role to play in helping us to meet our duty to promote equality for disabled people.

The arrangements described below ensure that we co-ordinate the work involved in putting the Scheme in to practice.

- Regular discussion at appropriate forums eg Governor meetings, staff meetings and school council meetings of disability issues.

Discussions should focus on:

- Ways in which Hessle High School can help its disabled employees to do their job and ensure they are not discriminated against.
- Issues that affect disabled people who use the school.
- Issues that affect disabled pupils within the school.

Meeting the General Duty

The following section and our Action Plan (Appendix 3) looks at how we are meeting (or how we will meet) the new general duty. More information about the general duty can be found in the section called 'What the Law Says'.

Equality Impact Assessments (EIAs)

At Hessle High School we need to understand whether our services are meeting everyone's needs and that people who need our services have access to them. To help us to do this we will carry out an Equality Impact Assessment.

What are Equality Impact Assessments?

An Equality Impact Assessment is a way of deciding whether an existing or proposed policy, procedure, practice or service does (or may affect people differently, and if so, whether it affects them in an adverse way.

Assessments will be carried out on new policies and practices, as they are developed and over time on all other existing policies and practices. Disability issues will be considered alongside other quality issues such as race and gender and will involve disabled people, is appropriate.

Access to Services and Information

Hessle High School has a legal duty under the Disability Discrimination Act to ensure that wherever possible disabled people can use or receive the same services / education to the same standards as non-disabled people; and that disabled people do not experience unlawful discrimination.

Disability Access Audits

The purpose of a disability access audit is to find out what barriers disabled people face to accessing services. These barriers could be for many reasons such as:

- Not having a policy on monitoring accessible parking
- Lack of auxiliary aids such as an induction loop for hearing aid users
- Lack of adequate access into a building such as the provision of a ramp for wheel chair users.

When any barriers have been identified we then have to look as ways of removing these barriers. This is known as making adjustments.

Involvement

Hessle High School is committed to involving disabled people and giving disabled people every opportunity to comment on how our services and employment practices are provided and developed. Hessle High School also recognises that it is important disabled people are represented in all the ways in which we consult.

We will involve disabled people on employment matters and the services we provide including:

- Finding out what barriers disabled people face and taking steps to remove them
- Setting priorities and helping us to plan things
- Looking at the impact of existing and proposed policies
- Monitoring and checking how well things are done.

Consultation

Consultations will be carried out in the most appropriate way to engage the whole Hessle High School community. Those to be used include:

- questionnaires available in the school reception areas for parents, staff and students (notices prominently displayed)
- questionnaires available at student reviews (notices prominently displayed)
- questionnaires available at parents evenings (notices prominently displayed)
- articles in the school newsletters seeking views of all members of the school community

Monitoring

Reports will be tabled as appropriate to the governors.

Publishing Results of Assessment, Involvement and Monitoring

An annual report for this scheme will include an update on the Action Plan. We will involve disabled people further both internally and externally and provide information on our disability equality plans and activities. We will also show what has changed as a result of involving disabled people.

We will inform the public and employees about this information through the website www.thehesslefederation.co.uk and the Hessle High School newsletter.

Comments and Complaints

Members of the Hessle High School community who feel that they have experienced disability discrimination in the way Hessle High School has treated them may make a complaint through its Complaints procedure.

We will take all complaints seriously and will not tolerate any form of discriminatory behaviour.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties.

Training

Training our staff and making students more aware of and have skills to take positive action in removing barriers placed in the way of disabled people by society.

Training is supported with visible and strong leadership from the SLT.

The approach includes:

- a) Deciding the content of any equality / diversity elements to be included in training initiatives, ie race, disability, gender, age, religion, sexual orientation, etc.
- b) Finding out what the different training needs for employees are.

We will evaluate the overall equality and diversity training programme on a yearly basis. If there is evidence to show that the training needs to be changed, we will take action to ensure that this happens.

Employment Equality

The school is committed to employment equality through the following means:

1. a guaranteed job interview for applicants with a disability who meet the essential requirements for a job
2. to consult disabled employees regularly
3. to keep employees if they become disabled, if at all possible
4. to improve the knowledge of key employees about disability
5. to check progress each year, plan ahead and let employees know about progress and future plans.

Creating a culture so Disabled People can declare their Disability

We will work towards encouraging a culture where people feel safe to declare their disability so that we can help make any reasonable adjustments that are necessary. We also want to celebrate the achievements of our disabled employees so that we can demonstrate to other employers the benefits of employing disabled people. We want to raise awareness of the benefits of working with disabled colleagues in a mutually supportive environment.

Disability Awareness

We will work towards making sure that all members of the Hessle High School community are disability aware and that they have the necessary training and advice available to them so they can work with their disabled colleagues.

Retaining our Disabled Employees

If an employee becomes disabled or their disability gets worse so that they cannot do their current job then we look at how we can keep them in employment even if it is not in the same job.

Hessle High School

DISABILITY EQUALITY POLICY STATEMENT

“Personal excellence through commitment and service”

1. Equality and diversity principles and commitments

Hessle High School is committed to the principles of Equality and Diversity for everyone. This commitment underpins and impacts on every area of activity and influences how Hessle High School works and what it does. Hessle High School is opposed to any form of discrimination. It commits itself to the redress of any inequalities by taking action wherever appropriate.

2. Scope of the policy

This Disability Equality Policy applies to current and prospective pupils/students and staff and is supported by the Disability Equality Scheme and action plan (available from December 06)

3. Aims of the Disability Equality Policy

3.1 The Disability Equality Policy aims to provide the framework and context for the Disability Equality Scheme through a formal statement of Hessle High School’s commitment to:

- Actively promoting equality of opportunity for current and prospective Hessle High School students and staff who have disabilities
- Actively encouraging involvement of current and prospective Hessle High School students and staff who have disabilities in policy and decision making to remove barriers to access, achievement and progression
- Valuing the diversity and differences of everyone who works and studies at Hessle High School, and using this diversity to enrich the learning and work experience
- Meeting individual needs in ways that make everyone feel valued and respected in order that they can fulfil their potential
- Striving to provide an outstanding learning experience for every pupil/student
- Continuing the process of inclusive learning and creating an environment free from discrimination, harassment or victimisation

3.2 Hessle High School views meeting the spirit and the letter of the DDA as central to its mission, and aims to respond positively to its duties in this respect. Hessle High School has the following duties under the Act:

General duty to give due regard to

- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote equality of opportunity between disabled persons and other persons
- Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than other persons
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life

Specific duties

- Publish a Disability Equality Scheme by Dec 06
- Prepare and regularly review an action plan that sets out the steps to fulfil the new duties
- Review, revise and publish the Scheme every three years

3.3 Hessle High School is committed to disability equality and will be evidenced by attempting to fully meet the requirements of the Disability Discrimination Act (DDA) 1995 and Disability Equality Duty (2006) through active management of the Disability Equality Scheme and action plan.

4. Implementation of the policy

Hessle High School will manage implementation of this policy through the Disability Equality Scheme and Disability Equality action plan. The action plan will be managed through the SLT, which will report progress as appropriate to the Governor's premises Committee.

This policy should be read in conjunction with the Disability Equality Scheme and action plan.

HESSLE HIGH SCHOOL



The Disability Discrimination Act (DDA) and Examination Access Arrangements

The DDA and Examination Access Arrangements

1. At the start of each academic year all staff will be briefed by the Deputy Head for Behaviour for Learning, or the SENCO, on the requirements of the DDA, as they apply to the invigilation of examinations.

Staff who will be used as readers, scribes and invigilators will be given training to understand the role fully, and ensure compliance with JCQ regulations.

2. If a disabled candidate is unable to use the stairs in an emergency, at the Boothferry Road site, a person trained to use the Evacuchair must be present in the exam room, throughout the relevant examination. Some teaching assistants are currently trained in the use of the Evacuchair. The School Nurse will be briefed by the SENCO or Head of Year to advise the Examinations Officers of any candidate who may require access to medication during an examination. These details will be passed on to the invigilators involved. Most examinations take place in rooms on the ground floor.
3. Invigilators will be made aware of the needs of candidates with particular disabilities, for example, candidates with a hearing impairment will need to be given transcripts of general instructions, given by the invigilator, and candidates with visual impairment will need enlarged copies of examination instructions such as JCQ notices, if they are not helped by being seated at the front of the room.
4. Chairs will be provided outside the examination rooms for the use of candidates with a disability. Comfortable chairs will be provided in one of the classrooms used for examinations for the use of candidates awarded supervised rest breaks.
5. Sufficient space will be provided in the examination room for a wheelchair to manoeuvre without difficulty. If this is not possible, due to a very full examination room, separate accommodation will be arranged in accordance with JCQ regulations.
6. Candidates who are likely to become unwell, or have toileting needs, during an examination, will be seated near the entrance to the room for ease of access for the candidate, and minimal disruption, if it is necessary to leave the room. The nearest disabled toilet to the hall and gym is currently next to the dining room. An extra invigilator will be provided so that such candidates may be accompanied to the toilet without contravening the regulations about the number of invigilators.
7. Appropriate seating will be provided for candidates diagnosed with postural problems.
8. Candidates granted the use of readers, scribes, prompters or an Oral Language Modifier will be made familiar with the person concerned, as this will be their usual way of working.
9. Hardware used for on-screen testing must be appropriately adapted for the use of candidates with visual or aural impairment in consultation with the appropriate bodies and the ICT staff.
10. Candidates with an aural impairment will be provided with their own playback equipment with headphones so that they can enhance the volume to the required level in MFL or music listening tests. In extreme cases the use of live speakers (LS) may be needed and these will be chosen by the Head of Centre and will be trained appropriately. In the case of MFL speaking tests, a transcript of the questions must be available to the candidate.

11. When explaining emergency evacuation procedures to candidates, attention must be given to those with a disability. Hearing impaired candidates should be given a transcript of what is being said.

Evidence of Need

If a JCQ Inspector visits an examination which includes candidates who have been granted access arrangements, including extra time, rest breaks as well as those described above he/she will ask to see the evidence of need for the candidate(s) concerned. A file containing this evidence for all current candidates is kept in the Exams Office, next to E28, with Mrs Spencer and Mrs Brunton.

Contact List

Extension

Deputy Head	Mr A Jolley	124
Exams Officers	Mrs S Spencer/Mrs J Brunton	148/147
SENCO	Mrs H Smelt	155/230
Ass SENCO	Miss H Downing	156
First Aider	Mrs S Ward	117