



FINHAM PARK SCHOOL

A Mathematics and Computing College

DISABILITY EQUALITY SCHEME



Introduction

The Disability Discrimination Act (DDA) requires schools :

- not to treat disabled students less favourably;
- to make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage;
- to draw up plans to show how, over time, they will increase access to education for disabled students (school accessibility plans)
- to comply with the Disability Education Duty
- to prepare, publish, implement and report on a Disability Education Scheme.

Involving Disabled People

Consultation has taken place with students and staff who have a disability, the school's governors and managers, college heads, teaching and associate staff, the Inclusion team, the students, School Council, the Education Welfare Officer, and other specific agencies who work closely with/in the school. The following is a summary of views put forward :

- commitment to inclusion
- commitment to providing a curriculum which is appropriately differentiated to enable all students to access it
- commitment to improving access around the site
- school prospectus available in alternative formats
- job application forms and details available in alternative formats
- access arrangements included in school-produced information
- all disabled students and staff have access to regular reviews, either through their SEN statement or an access to work assessment

The school has set the following priorities:

- to continue to seek the views of students, staff, parents, governors and external support agencies in the furtherance and delivery of this Scheme
- to seek timely advice and updates from the LA

Gathering Information

a) Recruitment, Development and Retention of Disabled Employees

The school maintains a database of staff and student data, which is reviewed with individuals annually to ensure that the information held is accurate and up-to-date. This records details of any disability.



All vacancies within the school are advertised publicly, and candidates selected for interview based on their ability to undertake the role, with adaptations where required. The school welcomes applications from people in all walks of life, as this adds to the rich diversity of school life and provides positive role models to all students.

Training opportunities are made available, and encouraged; the school recognises that the staff are its major asset, and that the school's performance success is dependent on them.

The school has set the following priorities:

- to seek and facilitate feedback from staff
- to seek and facilitate feedback from our customers
- to undertake analysis of complaints
- to seek timely advice and updates from the LA

b) Educational opportunities available to and achievements of disabled students

The school has a strong commitment to inclusion and equality of opportunity, and has received external praise and recognition for the work achieved so far. The Local Authority has also expressed its commitment through its corporate objective "to ensure the best quality education for all and that children and young people can achieve their maximum potential". The school and the LA work very closely to ensure that every opportunity is made available to all individuals.

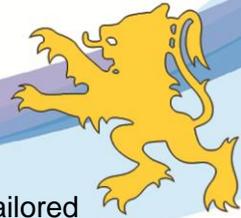
Student achievement is measured and monitored in a variety of ways:

- the school's pastoral system ensures that every student has access to individual guidance, support and monitoring, including daily contact with a mentor
- links with parents, including provision of reports, and learning conversations
- individual target-setting and review programmes
- tracking progress from KS2 to KS3, KS3 to KS4, and KS4 to KS5
- data collection through SIMS
- setting rigorous, challenging targets for individual students using assessment data
- using data to identify potential underachievement
- daily monitoring of attendance and progress through SIMS
- where appropriate, statements of Special Educational Needs, Individual Education Plans and Individual Behaviour Plans
- reporting to Governors, Local Authority and appropriate external agencies
- annual report to Governors

Help is available in ordinary timetabled lessons alongside other students; work in smaller groups is also provided where required. In addition to these, Individual Education Plans (IEPs) are devised for students identified under the DfE Code of Practice.

Students with individual needs can expect :

- staff to be aware of their individual needs and to provide support to them in accordance with their IEP, or appropriate to their needs where no IEP exists
- to experience teaching in smaller groups, or individually where this is deemed appropriate and beneficial



- to experience a full range of curricular, extra-curricular and off-site activities, tailored to individual needs or with additional support where necessary
- to have access to the entire school site, with further improvements to access identified in future accessibility planning
- to be supported with the administration of medicines
- to be encouraged and steered towards achieving to their maximum potential, regardless of their individual needs

The school will:

- continue to make reasonable adjustments for students with disabilities
- continue to liaise with specialist agencies to ensure a smooth transition between key stages 2 and 3, and for in-year transfers
- ensure that key staff from all relevant areas are included in discussions
- ensure that key students are included in discussions, and that their views and suggestions are sought and examined
- continue to assess and problem solve situations as they arise
- continue to work with Programme Managers to support adult students with physical difficulties

Great care is taken to ensure that information provided to students is done in such a way as to enable them to access it easily. For example :

- differentiated worksheets are produced
- information may be produced in large print, or enlarged for ease of use, and/or produced in different colours if required;
- in ICT, recorded information is used so that students can listen to questions, as well as read them from the screen

The school has set the following priorities in terms of curricular access:

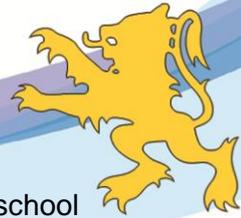
- continue to offer a differentiated curriculum
- continue to provide differentiated work in lessons
- promote the use of ICT resources to enable improved access in specific cases
- ensure staff are appropriately trained to meet these needs

The school has set the following priorities for physical improvements:

- continue to review and improve access to buildings, corridors, classrooms
- make best use of BSF (Building Schools for the Future) opportunities to improve room layout, design, access
- improve signage

Using the Information Gathered

The school is committed to facilitating continual improvement for all. The information gathered through actions identified in this Scheme will be used to inform further



developments and improvements, through incorporation in action planning, and school development and improvement planning.

An Action Plan is included at the end of this document. The plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the school-wide community (including students, parents, staff, Governors, LA, external agencies, community users), and a report produced summarising:

- the steps taken to fulfil the disability equality duty (the action plan) – i.e. what the school has done during the year to eliminate discrimination and promote equality of opportunity and how it is meeting its targets
- the results of the information-gathering - i.e. what evidence has been obtained and what that indicates
- what the school has done with the information gathered – i.e. what actions will be taken as a result of the analysis

In practice, individual action items may be reviewed on a more regular basis through progress monitoring.

The Disability Equality Scheme will be subject to review in its entirety prior to August 2012.

Impact Assessment

The school will assess the impact (or likely impact) of its policies and practices on equality for disabled persons by:

- annual review as part of the school's planning and budget process
- consultation with stakeholders and affected community users, both formally through written feedback or questionnaires, and informally through discussion with key practitioners
- evaluation of initiatives as impact becomes evident
- responding to reports and inspections of provision
- responding to relevant research and recommendations as they become available

Action Plan

Planning process :

- this plan has been approved and agreed by the school's Governing Body, who have identified priorities for the period covered by the plan
- the plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the school-wide community (including students, parents, staff, Governors, LA, external agencies, community users)
- progress of the identified priorities will be monitored and evaluated to help identify further areas for development
- evidence supporting the evaluation will include physical improvements to the site and buildings, as well as student results and evidence of participation in a wide range of activities



Coordination/ other policies and plans :

The Disability Equality Scheme has been developed in conjunction with, and informed by :

- the school's SEN policy
- requirements of the DDA
- the school's Accessibility Plan, Sept 2009 – August 2012
- the school's / City Council's Equal Opportunities Policy
- the City Council's Disability Equality Scheme
- the school improvement plan
- asset management plan
- input from external agencies/City Council
- health and safety requirements

Implementation :

The action plan identifies how it is proposed to implement the Disability Equality Scheme priorities.

Getting hold of the school's Scheme

The Disability Equality Scheme is available through the school's web site and on request from the school. The format of the plan can be adapted as required (e.g. large print, language other than English).

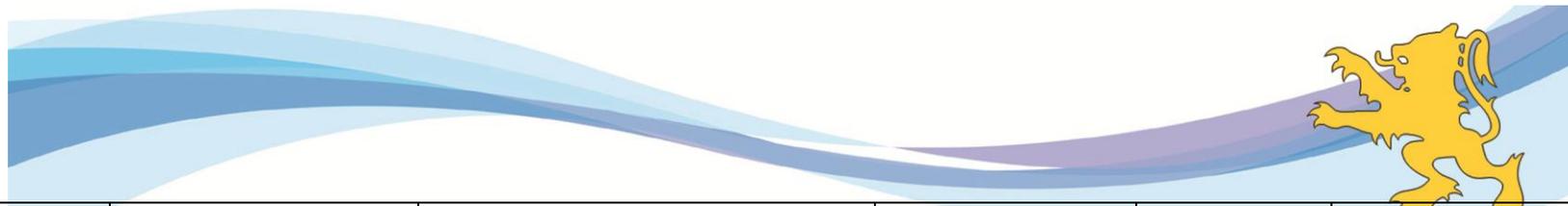
The school has set the following priorities for making its plan available :

- access to the plan via the website;
- re-producing the plan to meet individual requirements

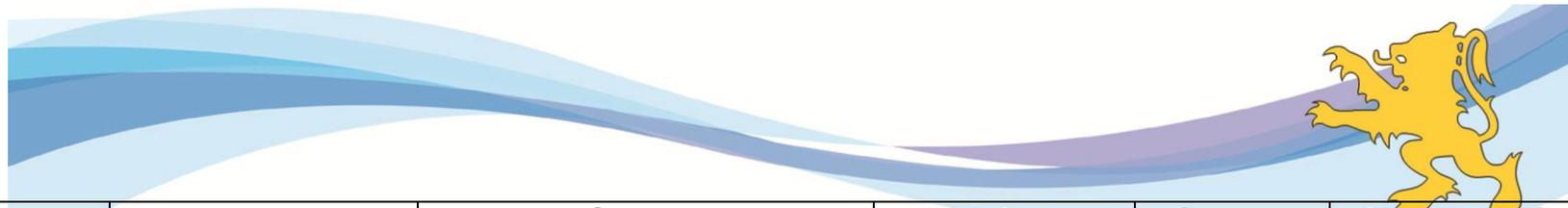


Accessibility Action Plan

| Area | Targets | Strategy | Lead Person | Timescale | Progress against target at review date |
|--|--|---|---|---------------------|--|
| Participation Involving disabled people | Seek the views of all stakeholders in order to further and deliver this Scheme | Consultation meetings with stakeholders to ensure their views are understood and incorporated | Disability Equality Group | Ongoing | Pending implementation of Single Equality Scheme – new group to be formed |
| Admissions and exclusions | Continue/build on induction process for students with disabilities | Continue visits to feeder primaries and to invite pupils & parents for pre-induction visits, and taster days in Years 5 and 6 | Deputy Head | Ongoing | Pre-visits have been organised for specific when identified by feeder primary schools |
| | | i) Pre-induction meeting with parents and relevant agencies | DH/Mentor | Ongoing/as required |))) All actions have been implemented as necessary)) |
| | | ii) Investigate and implement, where appropriate | | | |
| | iii) Review meeting after an appropriate period of time | | | | |
| | Improve awareness & skills of relevant staff on specific disabilities | i) Promote training sessions for all staff on specific disabilities ii) In-service training for all new staff | Inclusion Manager Inclusion Manager/Dep Hd | Ongoing Ongoing | i) Planned training session by EAL on Sept Training day ii) Relevant documentation sent to all staff on specific disabilities |



| Area | Targets | Strategy | Lead Person | Timescale | Progress against target at review date |
|-----------------------------------|--|--|--|---|--|
| Education and associated services | Help teachers to modify worksheets/homework demands for students with specific needs | <ul style="list-style-type: none"> (i) Run training sessions for staff on supporting needs of individual students (ii) Continue to involve, and seek opinions of, families and external agencies in specific cases for consistent approach | Inclusion Manager | Ongoing, based on needs and staff turnover Ongoing | <ul style="list-style-type: none"> i) SIG to address differentiation issues in Autumn Term '10 ii) Involvement of appropriate agencies continued as and when necessary |
| Exams | Continue to identify students with specific needs for exam period | Provide laptops or appropriate help/equipment/time/environment | Inclusion Manager Exams Officer/Mentors | Ongoing | Students with specific needs were identified and TA's assigned to assist during the summer exam period |
| Practical Activities | Continue to identify and make special arrangements for students with disabilities eg. TA support | <ul style="list-style-type: none"> i) Provide advice and training for staff on physical disabilities ii) PHSE sessions for students | Inclusion Manager | Ongoing | TA support provided as required and all relevant information sensitively distributed to relevant staff |



| Area | Targets | Strategy | Lead Person | Timescale | Progress against target at review date |
|-----------------------------|--|---|--|------------|---|
| Physical Access | Continue to review and improve access to buildings, classrooms, corridors | Monitor and evaluate current provision; use feedback from surveys to inform; seek funding to support improvements | LT/JH/AE | April 2010 | Annual review undertaken through Site Development Plan |
| | Make best use of BSF opportunities to improve layout/design/access | Discussion with architects/LA to develop site | MB/JH/AE | 2009-2012 | Early stages of planning. Project on hold pending Government announcement in Oct '10 |
| | Improve signage | Signage to be renewed | JH/MB | March 2010 | All external signage replaced in new school colours to provide clarity & consistency |
| Impact Assessment | Assess the impact of school policies and practices on equality for disabled people | Track and assess progress of individual students and adults | Connexions | Ongoing | Regular reviews undertaken of support levels offered to students with disabilities resulting in reassessment of staff hours required in order to support students |
| | | Continued contact with families on leaving school | 6 th form/ College Leaders | Ongoing | |
| Availability of Plan | Plan easily accessible | Available from school website | ICT Tech. | Ongoing | Entered on website Nov '10 |
| | | Re-produce plan to meet individual requirements (eg large print, different languages) | Resources | Ongoing | No requests received to date |

Date of first review: November 2010



DISABILITY EQUALITY SCHEME

Written by J Hawker/P Parkes:
Review date:

September 2009
November 2010

Approved by Governors:
Reviewed by Governors:

13 October 2009
7 December 2010

Signed:

A handwritten signature in black ink, appearing to read 'Mark Bailie', with a horizontal line underneath.

MARK BAILIE
Headteacher

Signed:

A handwritten signature in black ink, appearing to read 'Peter Burns', with a horizontal line underneath.

PETER BURNS
Chair of Governors