



## Leasowes High School Disability Equality Scheme

### ***Vision and Values***

At Leasowes High School we are committed towards equality of opportunity, freedom from discrimination and will actively support initiatives which maximise the achievement of **all**. We respect the United Nations Convention of Civil Rights for adults and children

We have a commitment to equality of opportunity irrespective of race, gender, social class, status, religion, language, culture or disability. There will be limited access to certain disability groups within all buildings which operate in 2-storeys.

The Disability Discrimination Act 2005 requires schools to:

1. Promote equality of opportunity between disabled and non-disabled people
  2. Eliminate unlawful discrimination and harassment of disabled people
  3. Promote positive attitude towards disabled people
  4. Encourage participation in public life by disabled people
  5. Take steps to meet disabled people's needs, even if this means treating disabled people more favourably than non-disabled people.
- Leasowes High School supports Dudley Local Authority's (LA) commitment to promoting disability equality, based on the belief that we need to move towards a more inclusive approach towards delivering services to members of our diverse community by embracing difference, tolerance and the valuing of all people
  - The social model of disability is the belief that the poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable consequence of their impairment or of medical problems, but is often the result of barriers in their environment or in people's attitudes or behaviour. Leasowes High School recognises that its duty to promote disability equality will be enhanced by using the social model approach.
  - Leasowes High School supports Dudley Local Authority's (LA) commitment to the promotion of educational and social inclusion and the values of interdependence and community, seeking to fulfil this vision by:
    - Valuing the contribution of all individuals and groups in the community
    - Recognising that diversity is an asset
    - Ensuring that access and opportunities are equally available to everyone
    - Taking steps to involve people who were previously excluded

- We aim to include disabled people in all aspects of the life of the school and to promote positive images of disabled people through the school ethos and curriculum.
- We aim to develop a culture in which disabled people feel free to disclose information about any condition or impairment they may have, and confident that this information will be used positively by the school to make reasonable adjustments to meet their individual needs.

### ***Involvement of disabled students, staff and parents***

Leasowes High School is keen to involve disabled students, staff and parents / carers in the development of this Scheme. We will do this by taking the following steps:

Consulting with individuals with known disabilities – parents / carers, staff and students

Building upon information gathered during contact with parents / carers

Utilising existing links with local Primary Feeder Schools, local Special Schools, the LA Special Need Team and the Dudley Parent Partnership Service.

Governor with responsibility for inclusion: Gill Withers; Chair of Governors.

## **Information gathering**

Leasowes High School will provide information to all staff and parents about the DDA definition of disability. This will include an explanation that the information will be used to ensure the school is making reasonable adjustments so that individual needs are met, and that information provided will be kept confidential.

Information will be collected as follows:

- Home contact will include “letter” / information about information gathering for disabilities
- The information gathering Questionnaire process will be reviewed annually with information available to parents / carers throughout the school year.
- Staff induction procedures

Data relating to disabled students, parents / carers and staff will be incorporated into pastoral and special educational needs information as appropriate, and will be used for the following purposes:

- To keep a record of reasonable adjustments made to meet individual needs of students, parents / carers and staff
- To pass on information about necessary adjustments to the relevant people (e.g. to those staff involved with the child and to receiver school upon transfer.)

Visits to Feeder Primary Schools prior to admission will be used to gather information about individual needs of student, parents and carers. Prospective staff will be asked both at the time of application and after having been appointed if they consider themselves to be a disabled person under the terms of the DDA. The school’s positive attitude to disabled people will be made explicit, in order to encourage people to have the confidence to identify themselves as disabled.

Leasowes High School will ensure information gathered from parents / carers and/or students is kept confidential, in line with the Data Protection Act. We will negotiate with parents / carers and students about who the information is to be shared with.

## **Impact assessment**

Leasowes High School will consult disabled people, or use information already gathered as the result of consulting disabled people, as part of the regular review process for all existing policies. Any new school policy that is developed will also take into account the views of disabled people.

## **Priorities for Action (Action Plan)**

### **Main priorities and actions for disabled students**

**(Identify one or two main priorities for action, based on issues identified by students and other information gathered by school.)**

- Further development of the curriculum and strategies to increase access for those students working substantially below expected levels.
- The provision of specialist placements in the Access Centre (Key Stage 3) and at Greenhill (Key Stage 4) for students who require intensive support and input in order to access the curriculum.
- Specialist provision in the Learning Development Centre to facilitate access to the curriculum.
- The deployment of support staff to facilitate access to the curriculum where reasonable and appropriate.
- A balanced and appropriate curriculum will be offered which includes a mix of GCSE and alternatives as appropriate.

The nature of the site makes physical access difficult. However, it is possible to accommodate some student's disabilities through changes in timetabling.

Information provided to students in writing should be appropriate to their needs for example:

- Homework: TA and peer support to record homework and use of homework club.
- Worksheets: Take notice of font size, pictorial representation, and spacing.
- Tests and examinations: Different environment and support relevant to students' need.

Training and support has been given to staff on the availability and use of different formats along with

Behaviour training

Training from outside agencies

Information passed through SEN Link Group

## ***Making it happen***

### ***Implementation***

The actions identified in the action plan have been incorporated into the School Improvement Plan for 2013 – 2016

### ***Publication***

The full version of Leasowes High School Disability Equality Scheme will be available on the school website. Hard copies and other formats are available on request from the school (tel: 01384 816285).

### ***Reporting***

Leasowes High School will report annually on progress being made on implementing the Disability Equality Action Plan. This report will be published on the school website.

### ***Review and revision***

Leasowes High School's Disability Equality Scheme runs from January 2013 to December 2016.

It will be reviewed in December 2016.

The review will be carried out by the Disability Equality Scheme Working Group, which will meet to look at progress toward the outcomes identified in the Action Plan.

Signed \_\_\_\_\_ Dated \_\_\_\_\_  
(Chair of Governing Body)