



Equality and Disability Policy 2017/2018

Kings College Guildford
“An uncompromising commitment to excellence”



Disability Discrimination Act 2005

The duty to promote disability equality, or the **general duty** (of the DDA 2005), requires all schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and others
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities, even where that involves more favourable treatment.

Kings College Disability Equality Scheme outlines how it will fulfil this duty and includes a set of specific, measurable, achievable and realistic and time bonded targets in the form of an action plan.

1. INTRODUCTION

- 1.1 Kings College is an inclusive College with on-site provision for 6 students with a physical disability. We believe passionately in the role that education has to bring about positive outcomes for all of our students.
- 1.2 At Kings College we are committed to the provision of a learning environment where each person is accorded equality of esteem and value, this includes all our students with a disability.
- 1.3 Students with a disability are an important part of the College. As people we are different from each other in many ways. At Kings College we will recognise those differences in each other and accept them.
- 1.4 Adaptations made to the building to accommodate disabled users are:
 - Physically Disabled Centre (PDC) including disabled toilets/changing facilities/hoists
 - Additional disabled toilet facilities around the College.

- Ramps at principle access doors.
- Ramps replacing internal steps
- Lowered Reception desk
- Lowered Food technology work benches, adjustable Science and Design and Technology work benches.
- Powered doors on the main circulation route.
- Fire doors held back by fire alarm actuated magnetic locks.
- A passenger lift for disabled use.
- Additional external ramps and powered doors.
- EVAC chairs for emergency work with trained staff
- Keep left signs in the main corridors

1.5 Key adaptations to the Curriculum to accommodate disabled users include:

- PDC students fully immersed into mainstream and given help if they need it to ensure their physical disability does not preclude them from any learning experience.
- Enrichments offered have included wheelchair football.
- Sports day and sporting events allow for PDC students to be involved at all levels
- A curriculum that ensures rooming near to lifts or on ground floors
- Regular training for relevant staff on EVAC chairs
- Physically Disabled Centre close to the Cyber Cafe for access to food and facilities
- Increased training of learning support assistants (HLTA/TA's) for specific needs
- Close monitoring of HLTA/TA support to meet statutory requirements for support in class in subjects above and beyond the usual English, Mathematics, Science and Technology
- Visually differentiated texts for students with a visual impairment
- Laptops with specific programmes for students with a visual impairment

1.6 Key areas for development are:

- Develop the sports curriculum to allow for even wider access to all activities
- Gain funding for sports wheelchairs

2. COLLEGE'S DUTY

2.1 The Governing Body has a duty to:

- Promote equality of opportunity for people with disabilities: students, staff, parents, carers and other people who use the College or may wish to
- Produce and publish a **Disability Equality Scheme** to show how they will meet these duties.

3. THE DISABILITY EQUALITY SCHEME

3.1 The Governing Body is required to plan to increase access to education for students with a disability in three ways by:

- Increasing the extent to which students with a disability can participate in the College Curriculum
- Improving the environment of the College to increase the extent to which students with a disability can take advantage of education and associated services
- Improving the delivery to students with a disability of information which is provided in writing for students who are not disabled.

4. AIMS AND VALUES

4.1 At Kings College, we are committed to ensuring equality of education and opportunity for staff, students and all those receiving services from the College, irrespective of disability. The achievement of all staff and students will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our students with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against students and staff by adhering to our duties as an employer under the legislation.

4.2 We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

4.3 We aim to identify and remove barriers to students with a disability in every area of College life.

4.4 We have high ambitions for our students with a disability and expect them to participate in all aspects of College life.

4.5 Our commitment to equal opportunities is driven by the need to ensure the College:

- sets suitable learning challenges
- responds to students' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of students.

4.6 We will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- promoting equality of opportunity
- eliminating unlawful discrimination
- eliminating disability-related harassment
- promoting positive attitudes towards disabled people
- encouraging disabled people's participation in public life
- taking steps to take into account people's disabilities, even when that involves more favourable treatment

5. ROLES AND RESPONSIBILITIES

5.1 This Disability and Equality Scheme links to other specific policies and action plans that the College produces including the College Development Plan and Accessibility Plan.

5.2 This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the College so that each person knows what is expected of them. **Promoting disability and equality and raising the achievement of students with a disability is the responsibility of the whole College staff.**

5.3 Introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the College. The College induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

5.4 The Principal and Leadership team will be aware of:

- The number and nature of disabled people associated with the College
- The participation of students with a disability in the life of the College
- The accessibility of the curriculum to students with a disability
- The availability of extra-curricular activities to students with a disability
- The recruitment and retention of staff with disabilities
- Use marketing material, student and staff recruitment processes more pro-actively to encourage disclosure of disability

5.5 The Governing Body will provide challenges on:

- Plans for improving physical accessibility for disabled users of the premises
- Improvements and adjustments needed in the curriculum to ensure equality of access for all
- How the College intends to improve information for its disabled stakeholders
- How the College will raise awareness of disability-related bullying and harassment and how these will be countered
- How positive attitudes towards all forms of disability can be fostered
- Impact of key policies, procedures and practices to ensure that they support the General Duty and actively promote equality of opportunity in the most effective way;
- How additional steps will be taken, involving more favourable treatment if necessary, to meet the needs of people with disabilities.

5.6 All staff will:

- Plan for differentiated materials that ensure equal access to all educational activities
- Target resources, where necessary, to remove obstacles which might exclude people with disabilities
- Have more robust data for students and staff in respect of disability and be using it actively to support self-assessment and planning

- Provide champions for minority groups to ensure that their progress is monitored with every modular report.
- Ensure that students with a disability are represented and encouraged to participate in class assemblies, plays, events and on the College Council.
- Foster a culture of enhanced awareness across the College community to ensure that disability equality is better recognised and is clearly evidenced in how we conduct our business with one another and with stakeholders more widely.

5.7 Students will:

- Show respect for each other whatever race, disability or gender
- Notify staff if they become aware of any issues which require the advice or input from staff to make any students safe

5.8 Parents and carers will:

- Attend parents' evenings to increase awareness of student's progress and attainment
- Inform Kings College if they have any disability that prevents them attending or if they require any additional facilities to access College functions
- Keep Kings College up-to-date if there is any change in medical or other status

6. AWARENESS

- 6.1 All staff and governors will receive information on the Disability and Equality Scheme and their responsibilities under it via the staff feed-back
- 6.2 All Students will be given an overview of the scheme following its formal adoption and will be given instruction around their responsibilities via assemblies.

7. BREACH OF THE POLICY

If any stakeholder breaches the terms of the Policy they will be subject to investigation and possible disciplinary procedures.

8. INVOLVEMENT OF STUDENTS WITH A DISABILITY, STAFF AND PARENTS

- 8.1 Students with a disability from the Physically Disabled Centre, relevant staff and parents/carers have been involved in the creation of this document in that their needs are paramount to their inclusion and safety in the College. They are told of the changes to the environment and the curriculum and have a voice on a regular basis in terms of their learning experiences. An example of appropriate adjustment is in the addition of extra electric doors so that outside agencies who use the English block for holiday schemes can provide easy access for students with a disability and promote independent movement around the College. Other adjustments are focussed at this time on the fire and evacuation procedures and facilities for hearing impaired staff.

- 8.2 People with disabilities are involved in developing the action plan in that our PDC has representation on the Student Council. This action plan will be reported to the PDC students when the adjustments to the Curriculum and the environment are to be or have been carried out.

9. INFORMATION GATHERING

- 9.1 Kings College will make arrangements for gathering information on the effects of the College's policies. Arrangements for using information to support the review of the action plan and to inform subsequent schemes will be collated by the SENCOs and the Facilities Manager.
- 9.2 Where relevant, the recruitment, development and retention of employees with disabilities is logged by personnel and the number of such employees, monitored. Recruitment is fair and inclusive and welcomes the application of disabled applicants. The monitoring of the promotion and training of disabled staff in comparison to non-disabled staff tell us that staff are not disadvantaged by their disability. All training is recorded on SIMs for reference.

10. STUDENT ACHIEVEMENT

All students with a disability have a champion who monitors their modular (half termly reports) and offers challenges to check they are at least on target or identify barriers to their progress and attainment, to both them and staff. These students are reported on within and separately to the whole College population.

11. LEARNING OPPORTUNITIES

- 11.1 Students with a disability entering Year 7 are given opportunities to enter main stream immediately.
- 11.2 The inclusion policy of the College means that all of our students with a disability have support in English, Maths, Science and Technology and often many other subjects also. This helps to promote independence and both academic and social environments. The Physically Disabled Centre has been identified as providing outstanding provision in a number of reports and the SENCO works closely with outside agencies to ensure transition points and movement to further education is as positive and useful as possible. The data regarding next steps is recorded by the College.

12. SOCIAL RELATIONSHIPS

Kings College aims to improve social relationships between students with a disability and non-students with a disability by allowing both to enter the Physically Disabled Centre for social times and also for students with a disability to mix at their leisure in the other social areas of the buildings. Close relationships of students with a disability are monitored to ensure that there are no incidents of perceived bullying. There are self-esteem groups and opportunities

to take part in enrichments to promote social relationships between all sets of students. Regular student voice supports this. Attitudes to College are collated and any concerns are followed up to show improvements if required.

13. ADMISSIONS, TRANSITIONS, EXCLUSIONS (INCLUDING SEBD)

Students with disabilities are not over-represented in our exclusion figures. Data can support this statement.

14. ASSESSING THE IMPACT OF POLICIES

Feedback from students with a disability and also their parents/carers will support evidence of the impact of this scheme. Data such as the increase in participation of students with a disability in out-of-College activities is monitored. Data from student voice is collated and used alongside the behaviour data to monitor changes and improvements in the experiences of students with a disability. Through the Governors' Report, and modular reports by staff champions of students with a disability, the data will be collated as to the improved experiences, progression and attainment of such students within Kings College.

15. MAIN PRIORITIES FOR KINGS COLLEGE

The following steps will be taken by Kings College in order to meet the general duty:

- Promoting equality of opportunity will be reflected in the further development of the fabric of the College, the inclusion of a member of the PDC on the College Council, and the inclusion of all students with a disability in mainstream education with necessary support that is required to help them access learning
- Eliminating discrimination will continue to be worked at by ensuring close communication between students, families and staff to equality of opportunity and inclusion in all materials provided by the College.
- Eliminating harassment will continue to be worked on by monitoring bullying or perceived bullying with pastoral groups for students and line managers for staff.
- Promoting positive attitudes will continue to be worked on by actively promoting opportunities for students with a disability to be involved in celebration evenings, College Productions and suchlike. All publicity material will also reflect the range of students in the College.
- Encouraging participation in public life will continue to be worked on, particularly through the delivery of PHSE and work experiences.

Taking steps to meet disabled people's needs even if this requires more favourable treatment will continue to be worked on though the improvement of the fabric of the College and growing awareness of the needs of students with teaching and support staff.

16. MAKING IT HAPPEN

This action plan will be reviewed annually in a more formal manner but the action points included within it are part of a day to day on-going development plan over the next three years.

17. EVALUATION

Schools will need to evaluate their scheme and discuss its effectiveness when the school is inspected. Kings College has reviewed this plan in annually and will continue to monitor the movement towards the points identified within it through the SENCOs and the Premises Manager.

18. PUBLICATION

This scheme will be placed on the College Website to ensure maximum availability.

19. REPORTING

Kings College will show updates on this scheme within the working document that will be placed on the web site.

20. REVIEWING AND REVISING THE SCHEME

Schools are required to review and revise their scheme every three years. Kings College has aligned its accessibility plan and its disability equality scheme so it produces a new scheme and plan at the same time.

21. POLICY REVIEW

This policy will be reviewed every three years.

APPENDICES

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1)

Information Gathering

- Is information collected on disability with regards to both students and staff? Is this information used to improve the provision?
- Is student achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are students with a disability encouraged to participate in College life? How is this shown through representation in College events such as class assemblies and the College Council?
- Are students with a disability given access to opportunities to participate in a range of activities, both in and outside of College hours?
- Is bullying and harassment of students with a disability monitored and is this information used to make a difference?
- Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
- Is the College environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents/carers attend held in an accessible part of the College?
- Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- Does the College take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?

DEFINING DISABILITY (Appendix 2)

The disability discrimination duties and the planning duties are owed to all students who are defined by the DDA as being disabled. The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the student's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Special educational needs and disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all,

disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

IS TOM DISABLED? (Appendix 3)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/ from school, moving about the College and/ or going on College visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and Physical Education?

Ability to lift, carry or otherwise move every day objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/ contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in College including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?
3. Has Tom's impairment or condition lasted, or is it likely to last, a year or more?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered 'yes' to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

Kings College Accessibility Plan 2017:18

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all</p>	Ensure staff are trained in how to adapt and support pupils with a disability within the classroom and planning of the curriculum.	Staff INSET training September 2017	OLI	05-09-17	Staff are able to plan accordingly for pupils with a disability

	pupils.					
Improve and maintain access to the physical environment	<p>Explain your school's approach here. Example:</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Access to the PDC - Safe place before school, brunch and lunch • Ramps • Lift • Corridor width • Accessible doors – buttons at Wheelchair accessible height • Disabled parking bays • Disabled toilets and changing facilities • Wheelchair-accessible tables and work areas in science and technology classrooms. • Library shelves at wheelchair-accessible height 	Ensure the environment and equipment is maintained to high standards	Essential maintenance of the buttons required Autumn term and every term there after	Premises OLI		Doors should open using the disability button

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Personal laptops and adjustments • Pictorial or symbolic representations 	<p>Ensure support staff are able to use and access the resources needed to support the delivery of information for pupils with a disability</p>	<p>Support staff team meeting</p>	<p>OLI</p>	<p>5/09/17</p>	<p>Support staff feel confident in supporting pupils with disabilities.</p>
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