



DISABILITY EQUALITY SCHEME

Staff Responsible:

Principal

Context

Caroline Chisholm School opened in 2004 and was purpose-built to allow for equal access for people with disabilities. All aspects of the building's design were compliant with the DDA regulations at the time of completion. Alterations to the buildings and additional building works have been supervised by Northamptonshire Local Authority (up to 2011) and by the PFI provider and the Governing Body to ensure full compliance with DDA regulations.

The school has Designated Special Provision for 10 secondary-age students with autism or Asperger's syndrome. The quality and fitness for purpose of this provision is regularly assessed by Northamptonshire County Council. The most recent assessment took place in 2014.

Very significant efforts are made to ensure that students, even with major physical impairment, are able to participate in the PE curriculum, in educational visits and in trips abroad.

A teacher with appropriate training has a designated responsibility for special access arrangements to enable all students with disabilities to have their full entitlement of additional time or individual support according to their specific needs.

The HR team in school monitors recruitment to ensure our procedures are fair and allow full access for disabled applicants. They also offer support for disabled employees and guidance to help colleagues access any external help they may need.

The Disability Equality Scheme

This Disability Equality Scheme meets the requirement to produce one under the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. It conforms to the Regulations approved by Parliament on 25th October 2005.

The County Adviser for Special Educational Needs offered advice on the basis of a draft version; and the Disability Rights Commission Helpline provided valuable additional guidance and information.

The General Duty

The key difference from other Disability legislation is that this Act requires the taking of pro-active steps to promote disability equality *for all* – and not simply *for all students*.

This General Duty requires us to pay due regard to the need to:

- eliminate discrimination;
- eliminate harassment related to a disability;
- promote equality of opportunity between disabled people and other people;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

In addition, schools have a Specific Duty to produce a Disability Equality Scheme to assist in the fulfilment of the above General Duty.

Private Finance Partners

The staff on site work closely with the Principal and Governors to ensure consistency between the public sector and private sector provision, particularly with regard to the inclusive ethos of the school and of the *Wooldale Centre for Learning* as a whole.

How have disabled people been involved in the development of the Disability Equality Scheme?

Students and parents worked in groups on identifying effective practice, barriers, and priority actions during the period this Scheme was written. In addition, individual students assisted where they had particular expertise – for example, mobility issues relating to the site.

How will the Governing Body assess the impact of its policies and practices, or the likely impact of its proposed policies and practices, on equality for disabled persons?

The Governing Body will gather appropriate information and receive an annual report, to be reviewed first by the appropriate committees, with any actions arising agreed by the Governing Body.

Arrangements for gathering information on the effect of policies and practice on disabled persons.

1. The results of students with disabilities are considered annually in comparison with the results of all students. Any issues arising are taken up and included in the school's annual improvement plan (the SIP).
2. The school's HR team keeps an accurate record of all employees with disabilities, including their attendance and health details. The HR team work with our occupational health advisers (Medigold) where necessary and act on any advice given.
3. Our PFI partners have an annual survey which gives them feedback from all users of the site.

Conclusion

We aim to have an identifiable and positive impact on the lives of all who are part of Caroline Chisholm School, all users of any of the services provided at the Wooldale Centre for Learning, and also on members of the wider community we serve.

We aim to fulfil the spirit as well as the letter of the Disability Discrimination Act and of this Scheme by making reasonable adjustments in every aspect of school life.

Appendix 1

Disability Equality Scheme: action plan for 2014-15

Issue	Actions to be taken	Person responsible
Admission of a student with significant visual impairment	<ul style="list-style-type: none"> · Work with the VI team to ensure an appropriate education plan is put in place for this student. · Provide training for all of relevant teachers to help secure a successful start to education in our school. · Nominated LSAs to work with student and liaise with VI service. 	SENCo
Improve access to parents' evenings for disabled parents	<ul style="list-style-type: none"> · Move all secondary phase parents' evenings to Building E (improved access to lift; closer to car park) · Ask disabled parents for their views following this change. 	Principal
Monitoring of recruitment	<ul style="list-style-type: none"> · Focus this year on monitoring the recruitment programme to ensure disabled applicants are fully considered and have equal access throughout the recruitment process. Staff committee to review findings · Include this action in the Equality Action Plan for 2014-15. 	Principal Assistant Principal responsible for Equality Duty
Ensure building works comply with DDA regulations	<ul style="list-style-type: none"> · Ensure that planned alterations to Science room D10 and to secondary phase reception take full account of DDA regulations and the needs of all users of the site. 	User group (CCS, Mitie, Kajima)