

draft

Cardinal Newman Catholic School

Disability Equality Scheme 2006 - 2009

Introduction

Cardinal Newman Catholic School welcomes its responsibilities to promote disability equality according to the Disability Equality Duty 2005 regulations, and views this extension of its duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life.

We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other equalities policies and practices as positive and informing. The school's current Accessibility Strategy will be cross-referenced to the DES to ensure that both plans are mutually supportive.

This initial Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the next three years (2006-2009) to meet the General Duty. The Scheme, including the Action Plan, will be reviewed annually and a report on progress will be made to the Governing Body. An annual report will also be published for staff and to the School Council.

1. Participation

1. Cardinal Newman Catholic School is committed to promoting positive participation in the life of the school. We believe that disabled children and adults are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school – their participation in the development and implementation of this Scheme is our priority.

1.2 In the first year of this scheme, the school will prioritise the identification of disabled adults and children (see ‘Gathering Information’) and the subsequent establishment of a group to develop the Action Plan. This group will also regularly review the effectiveness of the scheme in delivering equality across the school and will prepare the annual report to the Governing Body.

1.3 As the scheme develops we will aim to extend membership of this group to parents/carers and community members.

2. Gathering Information

2.1 The school currently holds limited information on the disability of children and adults in school. We are committed to improving mechanisms for gathering and utilising information on disability in the school community in order to review the effect of our policies and practices on disabled adults and children. There will be a specific focus in our scheme on gathering information to inform our actions around the recruitment, development and retention of staff and on the educational achievements of disabled young people.

3. Using Information

3.1 The school believes that the process of gathering information must be linked to rigorous analysis and review. The information the school develops on disability within its population will be used to show progress against the DES and to inform revisions to the existing Action Plan.

4. Impact Assessments

4.1 The school is committed to establishing a programme of equalities Impact Assessments to establish what the likely impact of new, or existing, policies and procedures is or will be on a range of groups, including disabled children and adults. Priority in this first phase will be given to new policies, but we will also schedule an annual cycle of policy revision to ensure that new and existing policies meet the requirements of the Duty. We envisage that the

process of information gathering will highlight policies that urgently require review or revision.

The school's Impact Assessment pro-forma is included as Appendix A

5. The Action Plan

Our Disability Equality Action Plan is a 'live' document, setting out the core actions the school is planning over the next three years to enable it to meet the Duty in the following eight 'functions' of school life. These 'functions' are also common to Race Equality action planning.

It is not our intention to cover each of the eight 'functions' annually. Rather, we will prioritise our areas of action according to school context, monitoring and analysis of the information we hold, and the results of our Impact Assessments. We will aim to identify no more than five actions for development in any one school year.

Eight Functions

- Policy, Leadership and Management
- Curriculum, Teaching and Assessment
- Admissions, Attendance, Discipline and Exclusion
- Students – Personal Development, Attainment and Progress
- Attitudes and Environment
- Parents, Governors and Community Partnership, including Extended Services
- Staffing – Recruitment, Training and Professional Development
- Student Voice and Participation
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Actions that support or link to the school's existing Accessibility Plan are referenced by 'strand' in the Action Plan.

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| Strand A | Increasing the extent to which disabled pupils can participate in the curriculum |
| Strand B | Improving the physical environment of the school |
| Strand C | Improving the delivery of information to disabled students |

The Accessibility Plan will be monitored alongside the DES and reported in the same cycle to the Governing Body.

GUIDANCE ON USING THE MODEL DISABILITY EQUALITY SCHEME ACTION PLAN

The actions identified in this model plan are linked to the Disability Rights Commission guidance 'Schools and the Disability Equality Duty in England and Wales' 2006.

There are five actions identified in Year 1. These are linked to elements of the general duty, to the eight 'functions' of school life and to the school's Accessibility Policy. The model actions reduce in Years 2 and 3 because actions in subsequent years should be informed by work done previously.

**CARDINAL NEWMAN CATHOLIC SCHOOL
DISABILITY EQUALITY SCHEME ACTION PLAN
YEARS 2006/7 TO 2008/9**

YEAR 2006/7 – YEAR 1

| Function | DED Reference | Action | Intended outcome | Lead | Timescale | Monitoring |
|---|---|--|--|-------------|-------------------------|---------------------|
| Policy, Leadership & Management | Eliminate unlawful discrimination take steps to meet disabled people's needs | Establish process of impact Assessments for new policies | Any new policy must be impact assessed & signed off for equality | HM/DW | Established by Apr 2007 | Impact Assessment |
| Student Voice and Participation | Encourage participation | Establish Steering group with representation on the School Council | A representative group is in place to lead and review the DES. Group represented on the School Council | HM/SU | Apr 2007 | Minutes of Meetings |
| Staffing Recruitment, retention and CPD | Promote equality of opportunity between disabled people and other people | Establish the disability population of school staff | Establish diversity of workforce; analyse and identify areas for improvement | DW | July 2007 | Staff Profile |

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|--|--|--|--|--------|-----------|----------------------------------|
| Students – Personal Development Attainment and progress | Promote equality of opportunity between disabled people and other people | Review data in school on disability of students; review data gathering systems | Establish data profile & identify gaps; Plan additional data gathering measures to inform achievement monitoring | SLT/CD | July 2007 | SIMS student records |
| Parents, Governors and Community Partnership including extended services | Promote positive attitudes to disabled people | Brief Governing Body on DED – launch across school including to parents/carers | Awareness of school's position and activity is high | HM/DW | May 2007 | School community aware of scheme |

**CARDINAL NEWMAN CATHOLIC SCHOOL
DISABILITY EQUALITY SCHEME ACTION PLAN
YEARS 2006/7 TO 2008/9**

YEAR 2007/8 – YEAR 2

| Function | DED Reference | Action | Intended outcome | Lead | Timescale | Monitoring |
|---------------------------------|--|--|--|-------------|------------------|---|
| Policy, Leadership & Management | Eliminate unlawful discrimination take steps to meet disabled people's needs | Establish rolling process of retrospective impact assessments | Impact assessed and signed off for equality | HM/DW | April 2008 | School impact assessment/ Minutes |
| Student Voice and Participation | Encourage participation | Put into place a series of consultation mechanisms to improve participation of disabled children | Information is gathered from a wider source and can be fed into DES review | HM/SU | April 2008 | Minutes & Action points From meetings |

**CARDINAL NEWMAN CATHOLIC SCHOOL
DISABILITY EQUALITY SCHEME ACTION PLAN
YEARS 2006/7 TO 2008/9**

YEAR 2008/9 – YEAR3

| Function | DED Reference | Action | Intended outcome | Lead | Timescale | Monitoring |
|--|---|---|--|-------------|------------------|------------------------------------|
| Curriculum, Teaching & Assessment | Promotes positive attitudes towards disabled people | PSHE/Citizenship Curriculum review | Identifying learning opportunities in PSHE; extend audit to 'core' areas | EV | July 2009 | Schemes of work |
| Admissions, Attendance, Discipline and Exclusion | Eliminate disability related harassment | Undertake a review of priority areas Within this function | Establish any patterns of discrimination & respond. A rolling process of review is established | HM/ML | Sep 2008 | Minutes of meetings/ Reports to GB |

DW/January 2007

