

ASHLEY HIGH SCHOOL

DISABILITY EQUALITY POLICY

Foreword by the Chair of Governors

The following statement demonstrates the school's commitment to providing inclusive educational and non-educational services in a non-discriminatory manner for all members of our school's community. Ashley High School recognises that its community users have varying degrees of disability and is committed to ensure that there is equality of education and opportunity. We will endeavour to develop a culture of equality and inclusion where all people are able to participate fully in school life. We will review and evaluate progress made by carefully monitoring the attainment, achievement and level of engagement of all our students. I would welcome comments about The Disability Equality Policy.

Mrs Marjorie Constantine

Chair of Governors.

This statement sits alongside Halton Borough Council's Inclusion Policy which aims to promote inclusive education by identifying and removing barriers to the "presence, participation and achievement" of all children, young people and adults and should be used in conjunction with the School's Accessibility Statement and Action Plan.

This Disability Equality Policy is written to ensure that the school complies with its duties under the Disability Discrimination Acts of 1995 and 2005.

Definition of Disability

- A person with a disability is:-
"One who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities".

Guiding Principles

- To promote equality of opportunity between all members of our school community.
- Eliminate any discrimination of individuals within our school community.
- Eliminate harassment of members of our school community.
- Promote positive attitudes towards all people within our school community.
- Encourage participation of all members of the school in school life.

This will be achieved by:

- Actively engaging and consulting our school community in creating our Disability Equality policy.

- Ensure all staff are aware of the duties of Disability Equality.
- Promotion of positive disabled role models throughout school life and curriculum delivery.
- Embedding disability equality in our school ethos.
- Regular monitoring of progress against tasks in the Disability Equality Statement.
- Systematically impacts assess all school policies and practices to ensure they comply with the disability equality duty.
- Ensuring Disability Equality requirements are built into procurement contracts where necessary.
- Making reasonable adjustments, where possible, to ensure all school users have access to the same standard of education and working life.

General Duty

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

Meeting the Duty

1. Involvement of the School Community in Developing the policy

Disabled students, staff and disabled members of the community who may well be involved in developing the policy. We are a listening school and views expressed will be taken into account and appropriate adjustment made if necessary and appropriate.

The action plan with definitive timescales will detail how the school will involve all members of its community in developing the action plan, monitoring how the school carries out its duties and monitoring the progress of the action. Through the use of some or all the following:-

- Focus groups – Established Forums of Governing Body, staff and students.
- Questionnaires – Devised by Leading Management Team for parents/carers to inform DfES.
- Drop-in sessions – by outside agencies, former students and parents.

The school records, including minutes of meetings, will show actions taken and outcome of meetings.

Student voice is a recognised strength of the school deeply embedded in its ethos and culture. Importantly we will continue to encourage all of our community to

participate in the public life of the school, through their involvement in the development and monitoring of the policy, the action plan, involvement in the Student Council and Committees and through working with Halton Speak Out, Halton Youth Cabinet, Young Addaction and MYP. Our Governors will ensure that the procedures for candidates to stand for election as parent governors and for parents to vote for candidates are accessible to disabled people. The school will ensure people are aware of how the governing body contributes to the life of the school and how the governing body consults with parents/carers.

2. Removing Barriers

The school will continue towards making the school more accessible in terms of physical access, the curriculum and information including spoken, written and tactile.

In terms of using or hiring transport staff will need to be aware of Section 6 of the Disability Discrimination Act 2005 (DDA) when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The school has already installed an inclusive School Council chamber with hearing loops. A hearing loop has also been installed in reception for hearing impaired visitors, staff and students, low level office enquiry hatch and whole school signage for the visually impaired.

3. Disability in the Curriculum, including teaching and learning

The school will continue to promote positive attitudes towards disabled persons. This means not representing people in a demeaning way. Curriculum areas will be asked to look at how physically disabled students access their areas and how if appropriate it can be improved.

4. Eliminating harassment and bullying

The school bullying policy and other policies will be updated to make it clear how discrimination, bullying, harassment of disabled children and adults will be dealt with.

5. Contractors and Procurement

The school will use contractors who meet the duty by employing disabled people as laid down by Halton Local Authority.

6. Information, Performance and Evidence

Student Achievement

The achievements of our students will be monitored to ensure access to external accreditation and parity with mainstream opportunities. The talented students needs will be supported.

All students to be closely monitored using data collected across the curriculum.

Target setting will be a measure of educational opportunities available to the individual student.

7. Exclusions

The school will interpret the data to monitor whether students with a specific disorder are over-represented in the exclusion figures and, if necessary, put plans into place to redress this. Exclusion figures are regularly monitored in this respect.

8. Social Relationships

We will look to assess the social relationships between our students and non-disabled students within the school and in the wider community and identify areas for improvement that can be monitored and improvement measured.

We will encourage the use of our inclusive school council chamber to investigate the barriers to social relationship that lack of communication skills can bring. We will interact with mainstream schools to facilitate friendships between disabled and non-disabled. We will pursue independent travel training as a means of promoting social inclusion.

9. Monitoring and Reporting

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

The Disability Equality policy will be reviewed and published annually by the Governing Body.

The accessibility action plan will be reviewed and updated annually by Linda King, Headteacher.

Review date: June 2017

Next review: June 2018