



Business &  
Enterprise



APPLIED  
LEARNING

## ST ALBANS GIRLS' SCHOOL BUSINESS & ENTERPRISE COLLEGE

# Disability Equality Policy

Policy implemented: Summer 2007

Review date: Summer 2011

Author: Mrs C Murrell



Specialist Schools  
and Academies Trust  
EXCELLENCE AND DIVERSITY

# DISABILITY EQUALITY POLICY STATEMENT

## Introduction

St Albans Girls' school is committed to promoting equality for all. This statement represents the response of the Governing Body to its duties to promote equality for disabled people.

The Disability Discrimination Act (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.'*

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'; and
- 'long-term' is defined as 12 months or more.

**The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Conditions such as asthma and epilepsy may also be included. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.**

**The effect on normal day-to-day activities is on one or more 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.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

# **DISABILITY EQUALITY SCHEME**

The following scheme has been drawn up after consultation with disabled students and their parents, the learning support co-ordinator, member of the Senior Leadership Team responsible for premises, support staff and the learning environment, the advisory teacher for students with physical disabilities, a teacher and the NUT rep for the staff. Governors have been consulted on the process.

## **The Involvement of Disabled People**

We are committed to the involvement of disabled people in the development of this scheme. The following steps have been taken to secure this involvement:

- Local organisations for disabled people have been approached for their comments;
- Parents of disabled children attending the school have been asked to contribute;
- Union representatives have been asked for their views;
- School governors;
- The school has had regard to the Local Authority protocol; and
- The School Council has been asked to comment on the treatment of disabled pupils by staff and their fellow pupils in school.

## **Impact Assessment**

We are aware that any statement must be backed up by action. In this initial stage we will:

- review all policies and practices on a rolling programme in respect of their effect on promoting disability equality and awareness;
- collect and analyse relevant statistical information (see below);
- collect qualitative information on the confidence and enjoyment of disabled people (see below);
- make appropriate reports to governors (see below);
- We will review advertising with a view to making it more encouraging to disabled people; e.g in the school brochure, on the school website, and around the school
- examine information for parents and transfer induction for children with a view to making it more encouraging for children;
- introduce an equality assessment on new developments; and
- while the numbers of disabled people in a relatively small organisation make targets impossible to set with any validity, we will aim to increase over time the number of disabled people in our employment and attending the school.
- We will actively promote STAGS as a school that welcomes staff, students, their parents and other visitors to the school who may have a disability and will also endeavour to make reasonable adjustments to meet their differing needs.

## **Information**

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly we will collect the following information:

- Data on the employment of disabled people. Disability monitoring. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations;
- Qualitative information from disabled employees or would-be employees. This will include an exit questionnaire where the school would welcome suggestions from staff for improvements;
- Performance data for disabled children including an annual meeting with the HOY to discuss progress;
- Suggestions would be welcomed from students, parents and staff regarding improvements within school to assist people with disabilities;
- Disciplinary data for disabled children; and
- Qualitative and quantitative information on the effect of interventions in regard to disabled children;

This information will be collected from the SENCO, students, parents and staff and collated by: Mrs C Murrell (Headteacher) on an annual basis

## **Use of Information**

- The information collected will be reported to the appropriate Governors' Committees;
- A summative report will be made to Governors termly;
- It will be taken into account in decisions regarding staffing, curriculum and premises development; and
- It will form part of the discussion with subject leaders on their annual Action Plan and in the drawing up of the school's annual Self Evaluation and Improvement Plan.

## **Actions already taken**

The actions that the school has taken so far in regard to disability equality are:

- Ramps to most external doors
- Disabled toilet
- New luminescent emergency symbols

- Accessibility plan
- Variable height benches in science labs
- Action to reduce slippiness on mobile classroom steps
- Discussion with LA rep. regarding a lift.
- Disabled parking spaces for the school and sports hall
- Set up a working party

### **Actions to be taken**

See attached action plan which will be included in the School Improvement Plan

### **Reporting**

The actions of the school in regard to disability equality will be published annually in:

- The School Profile
- The school newsletter (Stagslink)
- Senior Leadership team notes
- The headteacher's report to governors/staffing and students' committee minutes
- School self Evaluation Form
- The school website
- Student Council

### **Review**

The Head Teacher and senior staff including the Special Educational Needs coordinator will review the scheme, involving disabled people taking account of the actions taken during the life of this scheme and of information collected on its operation by May 2008.

Signed

Chair of Governor:

Date:

Head Teacher:

Date:

### **Linked policies:**

Equality and Diversity

Data protection

Special Educational Needs

Health and Safety Policy

Risk assessment