



*Saint* GREGORY'S  
*Bath*

## **Disability Equality Scheme**

**In Christ we flourish**

**Reviewed July 2018**

SAINT GREGORY'S CATHOLIC COLLEGE, BATH

## **Disability Equality Scheme**

**2018**

### The Law and Disability

The Equality Act introduced in 2010 has replaced all existing legislation including the Disability Discrimination Act (Parts 2, 3 and 4) (1995). As far as schools are concerned, for the most part, the effect of this law is the same as it has been in the past in that The Equality Act requires schools not to treat students with disability less favourably, to make reasonable adjustments and to draw up plans to increase access.

Under the auspices of this act the following definitions apply:

“A person is disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities”

“Reasonable adjustments are the steps that schools must take to enable students with disability to participate in the life of the school”

### **The Background**

St Gregory's is committed to promoting positive participation in the life of the school. We believe that children with disabilities 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. As a Christian educational community we affirm that every child is made in the image of God and should be valued as a unique and gifted creation with a divine origin and an eternal destiny and that, as a Catholic school, our aim is to promote the dignity and well-being of every child and ensure that they flourish in the course of their journey with us in a safe, happy and enriching environment.

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 adults and children with disabilities. 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 young people with disabilities.

## **Provision**

This disability equality scheme sets out how the school will undertake to provide and improve its provision over the next three years. Duties in Part 4 of the DDA require the governing body to plan to increase access to education for students with disability in three ways:

- Increasing the extent to which students with disability can participate in the school curriculum
- Improving the environment of the school to increase the extent to which students with disability can take advantage of education and services
- Improving the delivery to students with disability of information which is provided in writing for students who do not have disabilities.

Factors that may be taken into account in deciding what adjustments to make:

- Need to maintain standards
- Financial resources available
- Cost of a particular step
- Practicability
- Extent catered for under SEN
- Health and Safety
- Interests of other people

## **Existing policies and practices**

As a Christian Community, St Gregory's is committed to equal opportunities for all. We believe that every child is made in the image of God and should be valued as a unique and gifted creation with a divine origin and an eternal destiny. As a Catholic school our aim is to promote the dignity and well being of every child and ensure that they flourish in the course of their journey with us in a safe, happy and enriching environment.

We hope these values are firmly reflected in our ethos and underpin our fundamental approach in defining policy and supporting individuals.

The school has a number of policies aimed specifically at providing equality of opportunity and promoting mutual respect and tolerance for all members of the school community:

- Behaviour for Excellence
- Equality Statement
- Equality Objectives (Action Plan)
- SEN Information Report
- SEND Policy
- Teaching and Learning Policy

Harassment or bullying based on physical appearance and/or disability is not acceptable and any such activity is regarded by the school as a very serious matter subject to stringent disciplinary measures. Students are encouraged to report any such occurrences and all incidents are logged and monitored carefully. The school holds an anti-bullying week annually. There is a rolling programme of policy review by the Governors that is well documented and incorporates both new legislation and reflects our inclusive attitudes as a Christian school.

Positive attitudes and respect for others, including those who have disabilities, are encouraged repeatedly and are fundamental to our ethos. Substantive sections of both the RE and PSHE curriculum are devoted to such issues alongside a dedicated Equalities Morning.

### **Access to the Curriculum**

A Disability Access Plan has been in operation at St Gregory's for some years now. In order to provide a comprehensive package it has now been incorporated into this Disability Equality Scheme given the provisos noted earlier.

At an individual level where disability has been disclosed, students may have either a Student Support Plan and/or a Medical Plan drawn up. The Student Support Plan will reflect the views of both the carers and students and strategies will be outlined to support the particular needs of the individual. These are reviewed regularly and circulated to all relevant staff so that **reasonable adjustments** can be made if appropriate. This system will continue to be reviewed and refined.

### **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. 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

All of our students follow a broad, balanced, relevant curriculum, which is designed to meet their individual needs as far as possible. We are committed to developing a culture of personalised learning based on excellent teaching and learning, quality advice and guidance, individual mentoring for those who need additional support, small group work if necessary and a curriculum which is constantly being adapted to meet individual student needs. This is clearly reflected in the school development plan.

Subject and curriculum reviews are and will be undertaken regularly to establish the provision for all students including those with special needs and /or disabilities.

### **Monitoring and supporting pupil progress**

At a whole school level individual student progress will be monitored termly by completion of the school's system of progress checks. Assessed progress will be matched against expected outcomes (Fisher Family Trust) thereby allowing achievement to be clearly matched against ability. This information will be cross-referenced with other relevant data such as Special Needs Provision, Pupil Disability and provided initially to the Senior Management Team for regular discussion and action planning. Intervention strategies will be identified where appropriate.

Students will have the opportunity to discuss their progress with their tutors on an individual basis. This system has been subject to review and update which is likely to continue.

All teaching staff are provided with data and information about students to allow them to meet, as far as is possible, the needs of their students. Additional support for those with need may include special tuition in small groups, in class support from teaching assistants and one to one provision, all dependent on budgetary restrictions.

### **Consultation**

In drawing up this scheme there has been consultation. All parents, carers and students with disabilities are consulted as part of the on going review process.

Pupil voice is well established at St Gregory's, both informally and through various mechanisms such as tutor representative meetings and the School Senate. The school is exploring mechanisms to ensure that the views of students with disabilities are particularly well represented. Their perspective has an invaluable contribution to make on our journey of continued improvement and provision.

Reviewed July 2018

Disability Equality Scheme and Access – Action Plan (2016-19)

**Attitudes and Environment**

| Action  | Purpose  | Timescale                   | Outcomes  | Review of Progress November 2015  | Review of Progress April 2016   | Review of Progress July 2017   | Review of Progress 2018  |
|---|--|-----------------------------|---|---|---|--|--|
| To present aspects of Disability to all students via the PSHE programme/Activities Week | <p>To promote disability awareness within the school community</p> <p>To ensure that the curriculum is accessible and relevant to all students</p> | Annually from 2010 onwards. | <p>School community more aware of disability and related issues</p> <p>Outcomes of reviews documented with action points where applicable</p> | <p>The Para-Olympics was a very successful way of promoting awareness of disability.</p> <p>Action – Continue to use Activities Week to promote disability awareness. Subject reviews have considered the progress of vulnerable learners</p> | <p>Subject reviews have monitored the progress of vulnerable learners.</p> <p>Action – Data from reviews to be forwarded to the Director of Pastoral Care</p> | <p>The PSHE Programme is being rewritten which brings opportunities to present disability in a positive manner</p> <p>Equalities Mornings have been successful in promoting role models</p> <p>Subject reviews should continue to focus on the most vulnerable learners.</p> <p>Accommodation for SEND is to be reviewed through the new Emmaus Centre</p> | <p>The PSHE Programme is in the process of being written</p> <p>Responsibility for PSHE now rests with one teacher</p> <p>Subject reviews focus on vulnerable learners and show that they make less progress than non-vulnerable students.</p> <p>The Emmaus Centre is now operational</p> |

**Curriculum, Teaching & Assessment**

| Action   | Purpose  | Timescale  | Outcomes  | Review of Progress April 2015   | Review of Progress June 2016   | Review of Progress July 2017   | Review of Progress July 2018   |
|--|--|--|---|---|--|--|--|
| To continue to use and develop the school's system of progress reports to monitor the progress of vulnerable students and students with disabilities       | To ensure provision and practice are proving to be effective and to inform future action and/or policy | Progress report structures reviewed to ensure the most vulnerable students are being monitored - ongoing | Data provided for SLT, CLG, PLG for analysis.<br><br>Outcomes from CLG and PLG with action points where appropriate | Levels of Progress made by students with SEND are analysed five times annually. HoF analyse data concerning vulnerable students<br><br>Action – SENco to analyse data with SEN Manager and LSAs | Levels of Progress of vulnerable students are analysed four times annually by LIT, CLG, PLG, SENCO, SEND Manager and discussed with LSAs.<br><br>Action- Faculties/SEND to share good practice in supporting vulnerable students | Levels of progress of vulnerable learners continue to be monitored and staff are required to explain how they are supporting underachieving students<br><br>Action – SEND Champions to meet termly | Levels of progress of vulnerable learners continue to be monitored and staff are required to explain how they are supporting underachieving students - ongoing<br><br>Action – SEND Champions to meet termly - ongoing |
| To conduct a rolling programme of subject and curriculum reviews. Some aspect of the review focusing on vulnerable students and students with disabilities | To ensure that the curriculum is accessible and relevant to all students                               | Ongoing (documented)   | Outcomes of reviews documented with action points where applicable  | Subject reviews have considered the progress of vulnerable learners<br><br>Action – This data should form a part of the SEN Annual Report   | Subject reviews have monitored the progress of vulnerable learners.<br><br>Action – Data from reviews to be forwarded to the Director of Pastoral Care   | The progress of vulnerable learners needs to be analysed at PLG regularly.<br><br>Action – Data Manager to provide the information above to facilitate this  | The progress of vulnerable learners needs to be analysed at PLG regularly. Ongoing<br><br>Reviews have been completed.   |

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|--|--|---|---|---|---|--|--|
| <p>To annually review the school curriculum to ensure it best meets the needs of its students including vulnerable and/or students with disabilities</p> | <p>To monitor the extent to which the curriculum is appropriate to the needs of all students</p> | <p>Annually with due regard for option choices made by pupils during Term 4</p> | <p>Options at Key Stage 4 adjusted appropriately</p>            | <p>Curriculum provision for KS4 (2015-16) is currently under discussion.</p> <p>Action – SEF to show how the curriculum provides for vulnerable learners</p>                | <p>Some alternative pathways are possible in KS4</p> <p>Action – Curriculum Review Autumn 2016</p>                        | <p>KS4 options have been shaped to facilitate greater options for students</p> <p>Action - To continue to explore how technology could be introduced in KS4</p>                | <p>KS4 Options meet the needs of the most vulnerable as there is a fuller choice.</p> <p>Action to continue to explore how Technology could be introduced into the curriculum.</p> |
| <p>To monitor and provide staff Inset as appropriate (One staff INSET day each year to include a staff training element on disability)</p>               | <p>To improve staff expertise and provision</p>  | <p>Review of Staff INSET to be conducted annually</p>                           | <p>Staff expertise developed. Resources used appropriately.</p> | <p>SEN WP completed its work very successfully.</p> <p>CPD sessions have been offered on elements of SEND</p> <p>Action – to further develop SEND provision through CPD</p> | <p>CPD Sessions have been provided on elements of SEND</p> <p>Action – To further develop staff expertise through CPD</p> | <p>Last year’s INSET on Mental Health was well received.</p> <p>Action to continue to provide training in identifying and supporting young people with mental health needs</p> | <p>Two members of staff have had Mental Health Training. This needs to be cascaded to the staff</p>  |



| Action  | Purpose  | Timescale                          | Outcomes   | Review of Progress April 2015   | Review of Progress June 2016   | Review of Progress July 2017  | Review of Progress July 2018  |
|---|--|------------------------------------|--|---|--|---|---|
| To construct additional ramps as appropriate  | To improve access to all ground floors for those with mobility impairments | Rolling programme already in place | Ramps to provide access to as many areas in the school as possible | Most ramps are in place. The remaining ones to be completed are in areas where it will be complicated to complete because of the angles of the steps. | Action – to further develop ramps/ accessibility as funds become available                     | Action – to further develop ramps/ accessibility as funds become available  | Action – to further develop ramps/ accessibility as funds become available  |
| <b>Admissions, Attendance, Discipline and Exclusion</b>                             |  |                                    |  |   |  |   |   |
| To monitor all exclusions   | To ensure that excluded students are not discriminated against             | Annually                           | Heads Report   | KMD continues to report to ACU  | Action – Director of Pastoral Care monitors exclusions. This is shared with the Governing Body | Action to continue to monitor exclusions of vulnerable groups               | Action to continue to monitor exclusions of vulnerable groups               |
| <b>Pupil Voice and Participation</b>  |  |                                    |  |   |  |   |   |
| To conduct students voice exercises to contribute to development of future policies | To ensure that all policies reflect students views                         | Ongoing                            |  | Action – KMD to organise a number of Student Voice exercises  | Action - to establish Equalities Team  | Action - to ensure that the Equalities Team are able to promote their ideas | Action - to ensure that the Equalities Team are able to promote their ideas |

| Action  | Purpose   | Timescale                                  | Outcomes  | Review of Progress 2015   | Review of Progress June 2016  | Review of Progress July 2017  | Review of Progress July 2018  |
|---|---|--|---|---|---|---|---|
| To instigate annual formal meetings with carers of students with disabilities                                   | To gather information and reflect upon provision for students with disabilities | On going as part of student review process | Views to influence school policy and practice.  | Progress – Parents of students on EHC/Statements are met with<br><br>Action to meet with more parents as part of the review process | All parents of students on the SEND Register have been invited into meet with SENCO/SEND Manager<br><br>Action – Students Support Plans to have greater input from students | Most students on SEND Register have met with the SENCO or SEND Manger<br><br>Action – More input from students in Support Plans is needed | All parents of students on the SEND Register have been invited into meet with SENCO/SEND Manager<br><br>Action – Students Support Plans to have greater input from students |
| To continue reviewing and reflecting upon current policies and provision  | To improve provision and practice   | Ongoing                                    | Policies to reflect care and provision for all members of the school community with disabilities                      | Progress – Policies are up to date, including SEND Policy<br><br>Action – To write the SEND Report                                  | SEND Policy and report is on the school website<br><br>Action – To conduct a parental questionnaire   | Action – To conduct a parental questionnaire  | Parental answers about SEND in the Parental Survey were mixed.<br><br>Action to ensure that parents are consulted when reviews take place                                   |
| To consult regularly with members of staff with disabilities with regards provision and support (staff welfare) | To improve provision and practice   | On going                                   | To ensure relevant issues are considered within the auspices of the staff welfare group and other professional bodies | Progress – the Staff Welfare Group has recently be re-convened<br><br>Action – Minutes of Staff Welfare to the SENCO                | Action – Staff Welfare Outcomes to be forwarded to the SENCO  | Action – To conduct a staff questionnaire   | Staff answers about SEND in the staff Survey were mixed.<br><br>Access remains a concern for many staff.  |

The Governors and SLT are actively pursuing options to ensure that the site is DDA (Disability Discrimination Act 1995) Compliant