



Saint GREGORY'S
Bath

Disability Equality Scheme

Key Information

Title	Disability Equality Scheme	
Prepared By	Kevin McDermott, Director of Pastoral Care	29.06.2020
Checked By	Nicole Pecchia, Chair Christian Vision Committee	29.06.2020
Approved By	John Eddison, Chair of Full Governing Body	
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Version History

Version	Date	Amendments
V01.00	23.09.2019	
V01.01	29.06.2020	Annual review of policy

In Christ we flourish

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 disabled pupils 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 disabled pupils 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 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. 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 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.

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 disabled students in three ways:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

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 are disabled, are encouraged repeatedly and are fundamental to our ethos. Substantive sections of both the RE and PSHE curriculum are devoted to such issues.

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 parents/carers and student 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/carers, 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 student progress

At a whole school level individual student progress will be monitored through analysis of progress checks and annual reports. Assessed progress will be matched against expected outcomes (Fisher Family Trust in KS4) thereby allowing achievement to be clearly matched against ability. This information will be cross-referenced with other relevant data such as special needs provision, student disability and provided initially to the Senior Leadership 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.

Student 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 disabled students are particularly well represented. Their perspective has an invaluable contribution to make on our journey of continued improvement and provision.

Disability Equality Scheme and Access – Action Plan (2017-20)									
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	Review of Progress 2019	Review of Progress 2020
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 writing</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>	<p>The PSHE Programme is being modified to accommodate new themes. (SHA now responsible and is delivering this through the timetabled lessons/themed days)</p> <p>One member of staff is responsible for PSHE (SHA)</p> <p>SLT focus will be on groups of vulnerable learners throughout 19-20 (KMD/JCL/JTI)</p> <p>Emmaus Centre is being used to support young people through a variety of strategies (KMD/KST)</p>	<p>PSHE is now being delivered through clear programmes of study. (SHA)</p> <p>Careers is delivered through tutors and has clear programmes of study (CPA)</p> <p>Allocated staff are delivering PSHE. Next year (20/21) RE staff will deliver PSHE</p> <p>SHA remains responsible for PSHE, line managed by KMD</p> <p>SLT remain focussed on securing better outcomes for vulnerable learners</p> <p>SENCO appointed May 2020 and KMD to support the Induction process</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	Review of Progress July 2019	Review of Progress June 2020
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. 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 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. 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 student 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 student - ongoing Action – SEND Champions to meet termly - ongoing	Vulnerable students are not making sufficient progress. (JCL/KMD/JTI) SEND and PP Champions to meet termly KMD	Vulnerable students are not making sufficient progress. The curriculum has been redesigned in KS4 to better meet the needs of all students (JCL/KMD/JTI) SENCO – to raise the achievement of young people with SEND through co-teaching (Co-teaching, monitoring) PP responsibility of HTO
To conduct a rolling programme of subject and curriculum reviews. Some aspect of the review focusing on vulnerable and disabled students	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 Action – This data should form a part of the SEN Annual Report	Subject reviews have monitored the progress of vulnerable learners. 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. Action – Data Manager to provide the information above to facilitate this	The progress of vulnerable learners needs to be analysed at PLG regularly. Ongoing Reviews have been completed.	The progress of vulnerable learners needs to be analysed at PLG regularly. Ongoing (KMD/JTI/JCL) Reviews have been completed.	Subject Reviews ongoing. SEND Review complete and has been shared with Governors New SENCo AH Inclusion to work with SLT QA processes

Action	Purpose	Timescale	Outcomes	Review of Progress April 2015	Review of Progress June 2016	Review of Progress July 2017	Review of Progress July 2018	Review of Progress July 2019	Review of Progress June 2020
To annually review the school curriculum to ensure it best meets the needs of its students including vulnerable and/or disabled students	To monitor the extent to which the curriculum is appropriate to the needs of all students	Annually with due regard for option choices made by students during term 4	Options at Key Stage 4 adjusted appropriately	Curriculum provision for KS4 (2015-16) is currently under discussion. Action – SEF to show how the curriculum provides for vulnerable learners	Some alternative pathways are possible in KS4 Action – Curriculum Review Autumn 2016	KS4 options have been shaped to facilitate greater options for students Action To continue to explore how technology could be introduced in KS4	KS4 Options meet the needs of the most vulnerable as there is a fuller choice. Action to continue to explore how Technology could be introduced into the curriculum.	KS4 options are much more open. (ACU/JCL) Action - to continue to explore how Technology could be introduced into the curriculum. (ACU)	KS4 options are an open choice. Vocational subjects introduced. Action to continue to explore how Technology could be introduced into the curriculum. Technology will be introduced into the Y7 curriculum Sept 2020 with a roll out programme going forward for subsequent year groups(ACU)
To monitor and provide staff Inset as appropriate (One staff INSET day each year to include a staff training element on disability)	To improve staff expertise and provision	Review of Staff INSET to be conducted annually	Staff expertise developed. Resources used appropriately.	SEN WP completed its work very successfully. CPD Sessions have been offered on elements of SEND Action – to further develop SEND provision through CPD	CPD Sessions have been provided on elements of SEND Action – To further develop staff expertise through CPD	Last year's INSET on Mental Health was well received. Action - to continue to provide training in identifying and supporting young people with mental health needs	Two members of staff have had Mental Health Training. This needs to be cascaded to the staff	Two members of staff have attended training on mental health awareness (EMI/RWE) SEND team are developing ELSA (AWA)	Mental Health Training has been provided to RWE, EMI, AWA (ELSA)

Action	Purpose	Timescale	Outcomes	Review of Progress April 2015	Review of Progress June 2016	Review of Progress July 2017	Review of Progress July 2018	Review of Progress July 2019	Review of Progress June 2020
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	Action – to further develop ramps/accessibility as funds become available ((KHO) Following parental and Student Voice concerns, toilets have been refurbished (ACU) Following H&S reports the kitchens have been refurbished (ACU)	Action – to further develop ramps/ accessibility as funds become available ((KHO)

Admissions, Attendance, Discipline and Exclusion

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	SEND and PP exclusions are higher than for the non-SEND and non PP groups; strategies to address this to be considered (KMD/STU/ACU)	SEND and PP exclusions are higher than for the non-SEND and non PP groups and remain too high; strategies to address this to be considered (KMD/STU/ACU)
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Pupil Voice and Participation									
Action	Purpose	Timescale	Outcomes	Review of Progress April 2015	Review of Progress June 2016	Review of Progress July 2017	Review of Progress July 2018	Review of Progress July 2019	Review of Progress June 2020
To conduct student voice exercises to contribute to development of future policies	To ensure that all policies reflect student 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	The Equalities Team needs reconvening (EMI)	Equalities needs fuller promotion through the school. (Family Support Officer)
To instigate annual formal meetings with parents/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/carers of students on EHC/Statements are met with Action - to meet with more parents/carers as part of the review process	All parents/carers of students on the SEND Register have been invited in to meet with SENCo/SEND Manager Action – Student Support Plans to have greater input from students	Most students on SEND Register have met with the SENCo or SEND Manger Action – More input from students in Support Plans is needed	All parents/carers of students on the SEND Register have been invited in to meet with SENCo/SEND Manager Action – Student Support Plans to have greater input from students	Most parents/ carers of students with SEND are meeting three times a year (KMD) To improve the quality of staff response to Support Plans (KMD)	Most parents/ carers of students with SEND are meeting three times a year (KMD) SENCo to arrange more meetings as necessary

Action	Purpose	Timescale	Outcomes	Review of Progress April 2015	Review of Progress June 2016	Review of Progress July 2017	Review of Progress July 2018	Review of Progress July 2019	Review of Progress June 2020
To continue reviewing and reflecting upon current policies and provision	To improve provision and practice	Ongoing	Policies to reflect care and provision for all disabled members of the school community	Progress – Policies are up to date, including SEND Policy Action – To write the SEND Report	SEND Policy & Report is on the school website Action – To conduct a parental questionnaire	Action – To conduct a parental questionnaire	Parental answers about SEND in the Parental Survey were mixed. Action to ensure that parents/ carers are consulted when reviews take place	Student view of curriculum provisions remains mixed (ACU/JCL)	Detailed Curriculum Review took place in 2019 – Curriculum reviewed and reorganised ACU/JTI Think Tank
To consult regularly with disabled members of staff 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 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. Access remains a concern for many staff.	Staff to be invited to share views about SEND provision (SEND champions) (KMD)	MJA to consult regularly with disabled members of staff

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