

St. John Baptist Church in Wales High School



SCHOOL'S DISABILITY
EQUALITY SCHEME

1. Introduction

This Disability Equality Scheme sets out an approach to promoting disability equality in every aspect of school life in St John Baptist CIW High School.

Our Disability Equality Scheme embraces all aspects of disability whether this relates to:-

- Pupils and parents and carers
- Staff
- Members of the wider school community

Our understanding of disability is that provided by the Disability Rights Commission:-

‘A person is disabled if they have a mental or physical condition which has a substantial and long term effect on their ability to carry out normal day to day activities’.

In this definition substantial means more than minor or trivial and the phrase long term means more than one year.

2. Involving disabled children, young people and adults.

We set out to actively engage:

1. Disabled children and young people and their parents and carers.
 2. Disabled staff.
 3. Disabled members of the wider community from the outset.
1. We involve disabled children and young people through the school council and year council meetings to elicit their views.
 2. We involve disabled staff, pupils and visitors by providing accommodation and toilet facilities on ground floor. A physio room, disabled toilet and lift have been built (2012) to improve facilities. Further ramps and rails have also been established on the site.
 3. We involve disabled members of the wider community by working with Special Schools in particular Park Lane Special School.
 4. We work closely with the Diocese and LA to improve facilities.

3. Extending our disability awareness

3.1 To extend our awareness and understanding of disabled people and the ways in which we can promote equality of opportunity we have worked with:-

- Other schools, in particular Park Lane Special School
- Professionals from non-school settings, in particular from the LA, Behaviour Support/LA, ALNCO
- Other agencies, such as the Education Welfare Officer, School Nurse, Macmillan Nurses, Fire Service, Police, Careers Wales, Practitioners from the voluntary sector such as SNAP, (Aspergers), TEDS (Drug Solvent abuse), Eye to Eye

3.2 We sustain this involvement by a range of means, such as regular meetings.

3.3 We recognise that through the direct involvement of disabled people, we have:-

- Secured advice (eg about Aspergers)
- Better understood the barriers they face (eg Social inclusion)
- Explore what might be done to over come them (eg movement around building)
- Learned how best we might promote disability equality (eg through raising staff and pupil awareness)
- Equality access to curriculum

4. Arrangements for gathering information on the effect of school policies and practices

4.1 We examine the impact of our policies and practices on disabled people in terms of our:

- Opportunities for disabled pupils
- Disabled pupils' achievements
- The involvement of disabled parents/carers
- Recruitment of disabled employees
- Retention of disabled employees
- Development of disabled employees

4.2 We consider the impact of our policies and practices on disabled users of our school premises at other times, eg Parents' Evening, Open Evenings, Friends of the School events, Musical Concerts.

1. The recruitment of disabled employees. We look at accommodation on the ground floor. We have built a lift for those with disability in order to access higher floors in one part of the school.
2. The retention of disabled employees. We explore this by involving Human Resources (LA), ensuring they are wholly integrated into the school by facilitating daily involvements.
3. The development of disabled employees. We examine how we achieve this by offering full entitlement to continuous professional development to other staff.
4. The opportunities for disabled pupils. We profile these opportunities by their individual educational plans – which identify needs for lessons.
5. The achievements of disabled pupils. We consider these through examination analysis, prize giving ceremony, presentations at assemblies, Headteacher's commendations.
6. The involvement of disabled parents/carers.

5. Action Plan

- 5.1 We recognise that we cannot do everything at once. We have agreed upon the following priority areas for improvement over the next three years:-
 - Designated car parking spaces for the disabled
 - External ramps
 - Paint stair edges
 - Visual signs to assist orientation
 - Railings
 - Another disabled lift (long term)