



ST MICHAEL'S CATHOLIC COLLEGE DISABILITY EQUALITY SCHEME 2018-19

Aim

1. Involvement of Disabled People

This Scheme is adapted from the model disability equality scheme produced by Southwark LA with the involvement of a support group of people with a disability comprising parents, governors, and teachers. Children and young people with a disability were fully involved in piloting the model scheme at a Southwark Secondary School.

In adapting this scheme St Michael's College involved people with a disability through a working party which included members of the College community who had experience of living and working with people with disabilities. The group particularly sought views of people with disabilities, including pupils within the College, parents, staff, governors and other users of the College and its premises. Parents of pupils with a disability were given a questionnaire in order to take their views on the College ability to cater for their child's disability. This initial Disability Equality Scheme contains an Action Plan that sets out the steps the College is planning to take to meet the General Duty. Account will also be taken of all other Equalities Policies to ensure the general duties of this scheme are met. The Scheme, including the Action Plan, will be reviewed every three years and a report on progress will be made to the Governing Body.

People with a disability will continue to be involved in implementation of the scheme's action plan through a working party and the scheme's monitoring and impact assessment arrangements as set out below.

2. Policy Statement

Background or Contextual Statement

St Michael's is an oversubscribed College for pupils who come from a wide range of socio-economic and ethnic backgrounds. The College is committed to fulfilling the potential of every pupil and caters for the widest spread of abilities. The College moved into new buildings in February 2011 and has sixth form provision now into its sixth year. A further new build will open in September 2018 for the use of the sixth form as well as 7 – 13 classes in English, Business, MFL and art.

Admissions for the sixth form come under the same scrutiny for equalities as all the College admissions procedures and have been reviewed by both the Borough and the Diocese.

Objective/Commitment to Disability Equality

At St Michael's College we are committed to ensuring equality of education and opportunity for pupils with a disability, staff and all those receiving services from the College. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in College life. We will make reasonable adjustments to make sure that the College environment is as accessible as possible.

St Michael's College has moved to its new site in February 2011. All areas of the new build College are fully inclusive for all users and comply with the current edition of the Building Standards Regulations and the requirements to comply with The Equality Act 2010. Some of the needs that have been considered include:

- A lift is available from the ground to the second floor.
- On each floor there are at least two dedicated disabled WC facilities.
- Each classroom has a height-adjustable desk, while practical rooms have adjustable equipment (e.g. ovens in food technology)
- Door closers take account of the age and needs of the pupils operating the doors and those attending with a physical need or disability.
- Glazing aperture is positioned to compliant with legislation . height above FFL and clearance of handle.
- ASSA or similar Modular lock features cylinder over handle for safety and compliance.
- Care is taken when specifying ironmongery i.e. pull handles and door closers to ensure compliant
- Colour differentiation of specific socket outlets is provided to specified classrooms to provide reasonable adjustment for those with a sensory disability

The new block that the college will use from September 2018 similarly complies with all standards required by the Duty 2010.

Scope of the Scheme

The Equalities Act 2010 defines disability as a person having a *physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities*

In fulfilling the Public Sector Equality Duty we will:

- Promote equality of opportunity between people with a disability and other people;
- Promote positive attitudes towards people with a disability
- Eliminate discrimination that is unlawful under the Equalities Act 2010
- Eliminate disability related harassment
- Encourage participation by people with a disability in the life of the College
- Take necessary lawful steps to meet the needs of people with a disability
- Promote equality and opportunity when interviewing applicants with a disability, i.e. accessibility and equal opportunity.

This scheme therefore covers all aspects of the work of the College.

Our accessibility plan developed to support the Public Sector Equality duty and the responsibilities for the college to meet the Equalities Act 2010 are set out in the actions below: :

- Increase access to the curriculum for pupils with a disability;
- Improve the physical environment to increase access to education and associated services at our College; and,

- Improve the information provided for pupils with a disability, staff, parents and other service users where such information is provided in writing for people who are not disabled.

Our accessibility plan is therefore part of the Action Plan of this scheme.

All our other policies and procedures will be reviewed in accordance with the timescales set out in each policy. Each review will examine the disability equality impact of the particular policy or procedure under consideration to ensure that they include explicit disability equalities and inequalities objectives where relevant.

Our policies, procedures and practices are listed in Appendix B

Responsibilities

(a) Governing Body

The Governing Body is responsible for this scheme and for making sure that it is acted upon. The Governing Body will monitor and evaluate the operation and impact of this scheme and provide the resources and support structures needed to ensure effective implementation of the action plans flowing from it.

The Premises and Health and Safety group has been appointed by the Governing Body to oversee the effective implementation of the disability equality scheme and to report on associated issues to the whole Governing Body.

(b) Principal

The Governing Body may choose to delegate the day-to-day responsibility for the management of the scheme to the Principal. The Principal may be given such responsibilities as deemed appropriate to:

- Ensure the effective implementation of the scheme;
- Communicate the scheme and its implications to staff, pupils, parents and other bodies;
- Organise the delivery of the relevant training for staff;
- Monitor and report on the operation of the scheme;
- Take any remedial actions as required.

(c) Staff

This disability equality scheme applies to all staff.

Some staff may, from time to time, be given specific responsibilities for the implementation of aspects of the scheme, such as the investigation of reported incidents of disability related harassment or disability discrimination, monitoring the implementation of the scheme; or, conducting equality impact assessments.

Staff will be consulted on the implementation of the scheme through the normal procedures that apply, and via the relevant trade unions.

(d) Pupils/Students

The disability equality scheme applies to all pupils/students, regardless of whether they receive some or all of their education at this College.

(e) Parents/carers and other persons

Parents, visitors and contractors and other persons coming on to the College site will be informed of our commitment to disability equality and will be expected to comply with the relevant aspects of our disability equality scheme.

Training and Development

We will review the training and development needs of members of the Governing Body as part of the annual process of reviewing the disability equality scheme. All members of the Governing Body are expected to undertake an induction programme to ensure that they are aware of the content of the scheme and its implications for the work of the Governing Body.

The training and development needs of staff will be considered as part of the arrangements for performance management. Relevant staff training opportunities will be funded and made available within the normal working day as well as through twilight sessions.

Breaches of Policy

Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant College policy.

Harassment and Disability Discrimination

We will not tolerate disability related harassment and will deal with it through our relevant established procedures.

All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership group.

We will monitor and report on such incidents on a regular basis.

Impact Assessment, Monitoring and Review

We will develop and review our arrangements for collecting data on disability and use this data to see whether our actions and policies benefit people with disabilities.

Guidance on our monitoring arrangements is set out in Appendix A of this policy.

The action plan included in this Scheme shows our plans for monitoring the impact of all our policies. We will update this aspect of the action plan at each annual review of our Scheme.

Our monitoring will cover pupils, staff and parents.

The Principal and deputies will be responsible for collating and analysing data on disability.

Our approach to assessing the impact of our policies on pupils, parents and staff in terms of disability is set out in **Appendix B** of this policy.

We recognise the complex and sensitive nature of disability related data, and respect the rights of individuals to declare or withhold their disability status. We will also ensure that the information about an individual's disability is treated in confidence and strictly for the purpose of monitoring the operation and impact of this scheme.

Disability related information will therefore be recorded on the basis of each individual's self-identification. Such information will be treated as sensitive and confidential, and its collection and use will comply with the provisions of the Data Protection Act 1998.

The Governing Body will consider monitoring information in respect of the attainment of pupils with a disability.

The Governing Body will review this Scheme on a three yearly basis.

Action Plan

Our Action Plan for the period June 2017 to June 2018 is set out in Appendix C of this policy.

It addresses:

- Disability equality objectives
- Arrangements for assessing the impact of new and existing College policies
- Arrangements for monitoring and reviewing the disability equality scheme
- The involvement of people with a disability
- Relevant consultation activities
- Our publication plan and timetable
- The timescales and responsibilities for each of the above
- Resources

Dissemination

Our target audiences for information the about this Scheme are our pupils, parents, staff and the general public. We will refer to information published in previous years to highlight significant trends and developments in our performance. Our annual publication plan and timetable is therefore included in the scheme’s action plan and sets out how we intend to reach our target audiences.

The College website is the key area for publishing this information.

Reviewed June 2018

Date ratified by the Governors:.....

Date of Review:.....

Signed:.....

Review 2019

Appendix A

St Michael's

Our arrangements for monitoring disability equality

Collecting Data to Monitor the Impact of Policies

In order of importance our monitoring arrangements focus on the policies, procedure and practices that:

- a. In the College's Schedule of Policies are identified as 'high' priority for impact assessment
- b. Are new and so need to be assessed for the first time
- c. Are identified as 'medium' priority.

The job posts with particular responsibility for collating and analysing data on disability are:

<u>Area of Policy/Procedure/Practice</u>	<u>Job title</u>	<u>Academic Year</u>
Staffing Policies	SLT	
Curriculum Assessment and Attainment Behaviour for Learning (including attendance and exclusions) Safeguarding	SLT SLT Inclusion Director Principal, DFR	
SEN including EAL Performance Management	SENCO Vice principal	
Health and Safety/Premises/Finances	SLT	

The **monitoring methods** to be used are specified in the action plan within our Scheme are varied. The College will use:

Data collection: Statistical information relating to attainment, exclusions, SEN, admissions, staffing issues (e.g. recruitment, grievances, professional development, performance management) complaints, achievements will be gathered and analysed.

Analysis: The staff responsible for collating information will provide short analyses of the qualitative and quantitative information that has been collected pointing out trends, developments, disproportionalities and any other anomalies in the outcomes for different groups].

Using the Information

The monitoring arrangements specified in the action plan for our scheme give the timescales for all the scheduled monitoring activities. This is to ensure that the information from these activities feeds into the College's business planning cycles appropriately.

The senior leadership team is responsible for ensuring that action is taken to address any adverse impact that may be identified through monitoring.

The responsible member of staff should prepare a short statement about the annual monitoring work and its outcomes for publication.

Our arrangements for publishing what we have done are shown in the Scheme's action plan.

Appendix B

ST MICHAEL'S

OUR EQUALITY IMPACT ASSESSMENT ARRANGEMENTS

Guidance for the Conduct of Assessments

Our arrangements for assessing the impact of our policies on pupils, staff and parents consist of a rolling programme of disability equality (or **generic equality**) assessments of existing policies. We also require that new policies be assessed as part of the policy formulation process. This rolling programme prioritises those policies, procedures and practices in the College's Schedule of Policies that are identified as 'high' priority and then those identified as 'medium' priority.

There are many aspects of the work of the College that could be relevant for impact assessments. These include:

(a) Staff

- Recruitment and retention;
- Pay and rewards;
- Training and professional development;
- Performance management;
- Consultation and involvement;
- Grievance and disciplinary matters.

(b) Pupils

- Admissions and attendance;
- Teaching, learning and curriculum matters;
- Progress, attainment and assessment;
- Personal development and pastoral care;
- Behaviour, discipline and exclusions;
- Harassment.

(c) Other bodies

- Governing body matters;
- Parental consultation and involvement;
- Collaborate with external bodies;
- Contracting arrangements.

(d) Accessibility

- Premises
- Communications
- Curriculum access
- Involvement of disabled people

Our Key Policies for Disability Equality Impact Assessment

Policies seen by the College as being particularly relevant in terms of disability equality are those relating to: attainment, curriculum, accessibility, special educational needs, Inclusion, admission and attendance, pastoral care, harassment and bullying, good community and race relations, staff recruitment and career development, discipline and exclusion, health and safety, membership of the governing body, partnership, procurement.

Policy	Review Cycle (*Indicate below whether the relevant policy is due to be reviewed after 1, 2, or 3 years).	Priority for Disability Equality Impact Assessment (Indicate below whether the policy is seen as High/ Medium or Low priority)
Accessibility Plan	1	High
Collective Worship	1	Medium
Complaints Procedure	1	High
Curriculum	1	Medium
Health & Safety Policy	1	High
Performance Management Policy	1	Medium
Behaviour Policy	2	High
Attendance Policy	1	Medium
Race Equality Policy	1	Medium
Sex Education Policy inc. the Pregnancy Policy	1	Medium
Special Educational Needs and disabilities policy – including supporting students with medical needs	1	High
Teacher Pay Policy	1	Medium
Staff Recruitment Policy	1	High
Disciplinary Policy	1	Medium
Grievance Resolution Policy	1	Medium
Capability Policy	1	Medium
Continuous Professional Development Policy	1	Medium
Admissions Policy including sixth form admissions	1	High

The Form and Purpose of our Impact Assessments

The disability equality [or **generic equality**] impact assessment will

- Monitor a policy, procedure or practice for any adverse impact in terms of disability; or, assess and consult on the likely disability equality impact of a proposed new policy, procedure or practice

The assessment will:

- Make sure that pupils, staff, parents and the public have access to information
- Involve and consult disabled people at each stage of the process
- Highlight training and support needed by staff to enable them to ensure the quality and equality of the service they provide.

The assessment must:

- Get to the ‘core issues and priorities’ as quickly as possible
- Satisfy stakeholders, both internally and externally, that it has been a sufficiently rigorous exercise – in proportion to the importance of the issue and the nature of the policy, procedure and practice that is being assessed
- Identify what is working well and what needs to be improved
- Focus on outcomes and tangible improvements
- Establish disability equality issues within the College’s wider review and decision-making processes.

Each assessment will have three stages.

Stage 1 **Scoping**

- Agreeing who will lead and carry out the assessment
- Developing an initial view of the key issues relating to the policy, procedure or practice under question
- Agreeing what is going to be assessed, how this will be done and developing a realistic timetable.
- Getting feedback and advice by opening up the assessor's initial views to the views of stakeholders.
- Considering the evidence and the issues relating to disability equality, diversity and social cohesion that will provide the initial focus of the impact assessment.

Before beginning the main assessment, the person conducting it will offer an initial view of what they think are the main disability equality issues in relation to the policy, procedure or practice being assessed. This should be based only on the perceptions of the person conducting the assessment.

Things to consider:

- What is the impact of the policy, procedure or practice in relation to disability?
- How do you think that the policy, procedure or practice currently meets the needs of people with a disability within the College?
- Do you think that the policy, procedure or practice contributes to promoting disability equality, diversity and community cohesion within the College? If so, in what way?
- What regular consultation does the College carry out with different communities and groups regarding different aspect of the policy, procedure or practice?
- How are people with a disability involved?
- Are there any examples of good practice or positive measures to increase access?
- Do you think that the policy procedure or practice presents any barriers to any community or group?

This initial view will then be shared with pupils with a disability, staff and parents as well as relevant colleagues, governors, external stakeholder groups and advisers to help identify any gaps in it.

Stage 2 **Assessment**

This stage begins by recollecting what external stakeholders and/or advisors may have said about the initial view that was taken of the policy, procedure or practice.

The aim of the assessment is to identify whether the policy, procedure or practice has an adverse impact upon disabled people and other groups or communities and how it might affect the promotion of positive attitudes towards people with a disability.

The assessment should ultimately produce solutions, which help remove any barriers, which are identified.

This stage has two parts. The first part concentrates on the aims of the policy, procedure or practice in question. The second part looks at the practical implementation of the policy, procedure or practice.

Some things to consider for Assessment Part 1:

- What specific need is the policy/procedure or practice designed to meet?
- What are the current priorities?
- Could these be in conflict with equality of opportunity, promoting positive attitudes towards disabled people?

- Do you think that there are any aspects of the policy, procedure or practice that could contribute to inequality?
- Is there evidence of how the policy/procedure or practice contributes to improving the quality of life of specific communities or groups within the College? Is there any data available which demonstrates this?
- Are there examples of good practice that can be built on?
- Does the policy, procedure, or practice include measures designed to promote equality of opportunity?
- Are the aims of the policy, procedure or practice consistent with wider College policies on equality, diversity and social inclusion. For example, do they help reduce tensions, close achievement gaps, value diversity and increase a sense of belonging amongst different communities or groups?

Some things to consider for Assessment Part 2:

- What do available data and results of any consultations show about the impact of the policy, procedure or practice?
- How do current practices affect disabled people with different needs?
- If there is adverse impact, what are the reasons for this? Consider direct or indirect discrimination.
- What practical changes would help reduce any adverse impact on particular groups or categories of people with a disability? For example, changes in communication methods, reasonable adjustments, changes in eligibility criteria, amended programmes or adoption of outreach approaches.
- What can be done to improve access to and take up of the service provided or understanding of the policy procedure or practice? For example, increased awareness among staff, staffing profile reflecting community needs, a more inclusive College ethos, disabled community input into programmes.
- What would be the benefits of making the above changes and are there any negative impacts that such an action would have on different communities in the College?

The process should not be so rigid, or so lengthy, that the central aims of improving the relevance of policies, procedure and practices are lost. Good data will be key to effectiveness, but problems in obtaining comprehensive data should not be allowed to hold up the assessment process.

The final assessment should be presented to people with a disability within the College community, outside stakeholders and/or advisers for feedback, comment and advice before final decisions are taken on action.

Stage 3 Decisions and Action

Following any feedback, comment and advice from the outside stakeholders and/or advisers the person conducting the assessment should make recommendations for any changes to the policy, procedure or practice and these should then be referred to the senior leadership team or Governing Body for decision as appropriate.

Following approval by the Governing Body- and with the members of staff responsible for the policy area – the assessor should formulate an action plan for implementing any policy or procedural changes that have been agreed and set out the arrangements by which the policy or procedure, as amended, will continue to be monitored.

Finally, the assessor should prepare for publication a short statement of the race equality impact assessment, its findings and the action taken.

The arrangements for the annual publication of assessments are set out in the scheme's Action Plan.

Objective: Disability Equality Action Plan

Activity: To ensure that the college meets the General Duty and the Equality Act 2010

Key Manager: CSA

Outcomes: Staff and Pupils Enjoy and Achieve

All policies and practice in the school promote equality of opportunity for all groups, both staff and students with regard to disability
The college's Single Equality scheme is in place as a public document and is understood by all stakeholders
The college actively promotes the duty and enables all staff and students to succeed.
All students achieve their target grades

Actions/Steps:

Source of Funding

- 1) The Disability Equality Scheme is reviewed yearly by a designated member of SLT (CSA) and the SENCO, along with the member of SLT responsible for the building. (June 2018 and annually thereafter)
- 2) The new SEN code of practice is fully implemented according to the three-year plan and the department is up to date with the transfer of statements of SEN to Education Health Care Plans, as well regular updating of categorization of pupil need on SIMS and the SENCO will ensure that disability information is accessible for all relevant staff using SIMS. (September 2018 and ongoing)
- 3) The SENCO and the school nurse (as appropriate) will inform staff where students have a disability, will keep them updated with strategies to support their learning and ensure their full integration into the life of the college. (September 2018 and ongoing)
- 4) The progress of all students, with due regard to protected groups of children, is monitored using the college's internal monitoring procedures as well as national tools for data analysis; raise on line and Panda (SLT and Leaders of learning). (Half termly as calendared) September 2017 and ongoing
- 5) HODS and Leaders of Learning track and monitor the progress of all students every half term and the progress of students on the SEN register is monitored in the same way by DFR (see SEN SIP 2017- 18) (half termly as calendared)
- 6) The views of parents and students will be sought through the yearly college survey and through student voice interviews that take place as part of the college quality control systems such as SLT reviews and audits. (SLT, FCO, SENCO) (as calendared) September 2016 and ongoing
- 7) The staffing policy will be reviewed yearly by the Governor's staffing committee. (as per governors' review calendar)
- 8) The college census and admissions policy will be monitored by the curriculum committee and by the Principal for

<p>the main school and TRU for the sixth form admissions policy. (June 2018 and yearly thereafter)</p> <p>9) The college will ensure that opportunities for promoting and valuing diversity are actively sought out by HODs and leaders of Learning as well as the college spirituality group. (Throughout the year)</p> <p>10) The SENCO will monitor the participation of disabled students in offsite activities through the provision of SEN and health information on the Trip Risk assessment forms.(SENCO and Trips officer and learning leaders) (According to the trips calendar)</p> <p>11) The Equality Policy and the Single Equality Scheme as well as the college Equality objectives will be published and promoted on the college website as well as through appropriate training opportunities and staff meetings. (CSA) (Ongoing)</p> <p>12) Identify, respond and report any incidents of bullying or harassment on the grounds of disability as outlined in the college behaviour policy. Report the figures to the Governing body / Local Authority on a termly basis (MCN) (Termly)</p> <p>13) Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.(ongoing)</p>	
<p>Success Criteria</p>	
<ul style="list-style-type: none"> • Performance for all students and all groups of students will be in line with their targets. • There will be no pattern/ identifiable group indicated in the college exclusion census • Lesson observations and learning walks will show that different groups of students are able to work cooperatively together • Parents, Pupils and staff will report that they feel supported by the college and are able to achieve their potential • Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays etc. Parents are aware of the Equality Plan • Teaching staff are aware of and respond to any incidents of bullying or harassment on the grounds of disability; consistent nil reporting is challenged by the Governing Body • Notable increase in participation and confidence of targeted groups • Lesson observations will show that lessons have been planned with clear regard for student's individual health plans. 	
<p>Monitoring and Evaluation:</p>	
<ul style="list-style-type: none"> • The Principal / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? • Dip sticks of lessons and book looks • Monitoring of the incident log 	

- Through staff and student surveys as calendared.
- Monitoring of implementation of the code of practice takes place through the annual reviews and the submission of health care plans to the local authority.
- Access arrangements for students in exams are monitored termly by DFR/ JNO

Reviewed June 2018

Signed: _____
Chair of the Health & Safety Committee

Date: _____

Signed: _____
Chair of the Governing Body
Review Date: 2019

Date: _____