



## ST MICHAEL'S CATHOLIC COLLEGE DISABILITY EQUALITY SCHEME 2019-20

### **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 Disability equality action plan is reviewed yearly and views of all parents are sought yearly.

#### **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. There is a further building which opened in September 2018 for the use of the sixth form as well as 7 – 13 classes in English, Business, MFL, Art and Science.

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.

All areas of the 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 across both sites include:

- A lift is available from the ground to the second floor in the main building and to the third floor in the sixth form block
- 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

### **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 2018 to June 2019 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 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 2019**

**Date ratified by the Governors:.....**

**Date of Review:.....**

**Signed:.....**

**Review 2020**

## **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>	<b>Job title</b>	<b>Academic Year</b>
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.

## **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

### **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?

### **Decisions and Action**

Following this, the person with responsibility for the policy should make the necessary changes before it is ratified by the Governors. Any substantial changes to the practice of the college should be shared with the Principal in the first instance.



## 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 2019 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 2019 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 2019 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; ALPS, IDSR (SLT and Leaders of Learning). (Half termly as calendared) September 2019 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 ( half termly as calendared)

<ol style="list-style-type: none"> <li>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 2019 and ongoing</li> <li>7) The staffing policy will be reviewed yearly by the Governor's staffing committee. (as per governors' review calendar)</li> <li>8) The college census and admissions policy will be monitored by the curriculum committee and by the Principal for the main school and TRU for the sixth form admissions policy. (June 2019 and yearly thereafter)</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>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 (JNO) (Termly)</li> <li>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)</li> </ol>	
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>● Performance for all students and all groups of students will be in line with their targets.</li> <li>● There will be no pattern/ identifiable group indicated in the college exclusion census</li> <li>● Lesson observations and learning walks will show that different groups of students are able to work cooperatively together</li> <li>● Parents, Pupils and staff will report that they feel supported by the college and are able to achieve their potential</li> <li>● 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</li> <li>● 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</li> <li>● Notable increase in participation and confidence of targeted groups</li> <li>● Lesson observations will show that lessons have been planned with clear regard for student's individual health plans.</li> </ul>	

### Monitoring and Evaluation:

- 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 2019**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Chair of the Health & Safety Committee**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Chair of the Governing Body**

**Review Date: 2019**