

NEWLANDS GIRLS' SCHOOL

POLICY DOCUMENT



Disability Equality Statement

LAST UPDATED AND REVIEWED	(by) Miss J. M. Capon	(date) June 2022
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POLICY TYPE	Voluntary
REVIEW FREQUENCY	Every three years – next review June 2025

RESPONSIBLE		
Leadership Team	Pastoral Deputy	
Governing Committee	Resources Committee	
APPROVED	Approved by Full Governing Body	20 th June 2022
UPDATE: Shared Drive Website (if applicable)	28 th June 2022 28 th June 2022	

Courage. Commitment. Compassion

NEWLANDS GIRLS' SCHOOL

DISABILITY EQUALITY STATEMENT

Introduction

Newlands Girls' School is committed to promoting equality for all. This statement represents the response of the Governing Body to its duties to promote equality for disabled people.

The Involvement of Disabled People

We are committed to the involvement of disabled people in the development of this statement. The following steps were taken to secure this involvement:

- Local organisations for disabled were approached for their comments;
- Disabled members of staff were involved in the group devising this statement;
- Parents of disabled children attending the school are consulted as part of our transition process
- The school has had regard to the Local Authority protocol.

Impact Assessment

We will:

- Review all policies and practices on a rolling programme in respect of their effect on promoting disability equality;
- Collect qualitative information on the confidence and enjoyment of disabled people at annual review or as necessary;
- Examine information for parents and the induction process for pupils with a view to making it more encouraging for pupils;
- Introduce an equality assessment on new developments; and
- Ensure the school is inclusive in terms of employment opportunities for all.

Information

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly, we will collect the following information:

- Data on the employment of disabled people. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations;
- Qualitative information from disabled employees or would-be employees. This will include an exit questionnaire;
- Disciplinary data for disabled pupils; and
- Qualitative and quantitative information on the effect of interventions in regard to disabled pupils, as relevant to individual need.

Use of Information

- The information will be considered in decisions regarding staffing, curriculum and premises development; and
- It will form part of the discussions with Curriculum and Subject Leaders and Heads of Year on their Pastoral Development Plans and in the drawing up of the school's SEF, as relevant.

Actions Taken

The actions that the school has taken so far in regard to disability equality are:

- Improving toilet facilities for disabled pupils, staff and visitors, one toilet is self-cleaning and now has a hoist and changing table;
- Yellow strips identifying steps outside each building and in the hall;
- Access ramps to all buildings;
- Weighted doors in the main building, which open outwards;
- Moveable wheelchair ramp for use in the hall;
- Rubber stoppers on Science stools to improve sound quality;
- Providing specialist equipment to allow pupils to access all areas of the curriculum, 'elephant feet' that raise classroom tables, 2 adjustable Science tables, adapted sinks in Food Technology, Ceramics and Art classroom;
- All curriculum areas have at least one downstairs classroom;
- Handrails on both sides of the walls in all stairwells;
- Providing training opportunities for staff working with disabled pupils to improve the staff's understanding of how to help them to reach their full potential;
- Providing up-to-date information on pupils' individual needs to relevant staff;
- Increasing the number of disabled pupils;
- Preparing annual, or whenever circumstances change, Personal Emergency Evacuation Plans for all disabled pupils;
- Communicating relevant outside agencies to enable the most appropriate provision for disabled pupils to fully access the curriculum;
- Communicating regularly with the disabled pupils and also their Parents/Carers;
- Improving access to the site and buildings for disabled pupils;
- Monitoring the progress as part of the assessment calendar and in addition to their Annual Review;
- Speaking to disabled pupils' peers so that they are aware of how they can help the pupil to be fully included in the life of the school;
- Sharing good practice by visiting Primary schools and recruiting Teaching Assistants who have worked previously with the disabled pupil where possible;
- Reviewing our Off-site Activities Policy and providing individual information on specific requirements and individual Risk Assessments to make sure disabled pupils are included in all relevant curriculum visits and in as many extra-curricular activities as possible.

Revision

This statement will be reviewed every three years in consultation with the SENDCo and other relevant stakeholders.