

# NEWLANDS GIRLS' SCHOOL

## POLICY DOCUMENT



# Disability Equality Statement

LAST UPDATED	(by) Miss J. M. Capon	(date) May 2019
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POLICY TYPE	Voluntary
REVIEW FREQUENCY	Every three years – next review May 2022

<b>RESPONSIBLE</b>		
Leadership Team	Pastoral Deputy	
Governing Committee	Resources Committee	
APPROVED	Approved by Full Governing Body	
	Meeting Date	
UPDATE: Shared Drive Website (if applicable)		

***At Newlands we create confident and responsible young women equipped with the skills they need for the twenty first century. We empower all students to realise their potential as part of a community committed to lifelong learning.***

# **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 have been taken to secure this involvement:

- Local organisations for disabled people have been approached for their comments;
- Disabled members of staff have been involved in the group devising this statement;
- Parents of disabled children attending the school have been asked to contribute; and
- 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 and analyse relevant statistical information;
- Collect qualitative information on the confidence and enjoyment of disabled people;
- Examine information for parents and the induction process for pupils with a view to making it more encouraging for pupils;
- Make appropriate reports;
- 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;
- Performance data for disabled pupils;
- Disciplinary data for disabled pupils; and
- Qualitative and quantitative information on the effect of interventions in regard to disabled pupils.

## **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 NEF.

## **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;
- Improving facilities for physiotherapy with designated room and equipment;
- 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 regular 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;
- Preparing Risk Assessments of designated areas: dining room, car park, corridors and classrooms;
- 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 of disabled pupils as a matter of course after every assessment opportunity 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.