

**Kingsbury Episcopi
Primary School**

**Disability Equality Scheme
2007**

(Reviewed January 2009)

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Section 1 – Introduction

1.1 Head Teacher’s Foreword

Why should we need legislation to promote disability equality?

The answer is because public bodies like us have failed to address this issue appropriately as part of their day-to-day activities.

The Disability Discrimination Act 2005 imposes a general duty on all public bodies, including schools, to positively promote equality. This means continuing to work as part of our local community to demonstrate equality on these issues and to encourage others to adopt our values through leading by example.

This Disability Equality Scheme will help us to do this by making disability equality a thread running through everything we do within the school and in the wider community.

Let’s not just do it because it’s the law, let’s do it because it’s the right thing to do!

Jane Chubb
Head Teacher

1.2 Introduction

Our school is under a legal duty to promote disability equality. However, we believe we are also under a moral duty to undertake the same activities and achieve the same outcomes that would fulfil our legal obligations. Therefore our commitment to this scheme and the programme of work it entails, is critical.

This Scheme sets out how we will fulfil our moral and legal obligations already and where we still have work to do, how we intend to progress it.

1.3 The social model of disability

At present disabled people do not have the same opportunities or choices as non-disabled people. Nor do they enjoy equal respect or full inclusion in society on an equal basis. The poverty, disadvantage and social exclusion experienced by many disabled people are not the inevitable result of their impairments or medical conditions but rather stem from attitude, environmental and organisational barriers.

This is known as ‘the social model of disability’, and provides a basis for the successful implementation of the duty to promote disability equality.

1.4 The Disability Discrimination Act Definition of Disability

“Disability” is defined under the Act as:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.”

Below are some explanations.

Impairment

The definition covers physical and mental impairments. These include:

- physical impairments affecting the senses, such as sight and hearing
- mental impairments including learning disabilities and mental illness (if it is recognised by a respected body of medical opinion)

Substantial

For an effect to be substantial, it must be more than minor.

The following are examples that are likely to be considered substantial:

- inability to see moving traffic clearly enough to cross a road safely
- inability to turn taps or knobs

- inability to remember and relay a simple message correctly.

Long-term

These are effects that

- have lasted at least 12 months
- or
- are likely to last at least 12 months
- or
- are likely to last for the rest of the life of the person affected

Long-term effects include those that are likely to recur. For example, an effect will be considered to be long-term if it is likely both to recur, and to do so at least once beyond the 12-month period following the first occurrence.

Day-to-day activities

Day-to-day activities are normal activities carried out by most people on a regular basis, and must involve one of the following broad categories

- mobility
- manual dexterity
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- being able to recognise physical danger

The Government has issued guidance, under the Act, about whether impairment has a substantial or long-term effect. This guidance does not in itself impose legal obligations on an employer or service provider but a tribunal or court must when considering a complaint about discrimination take into account any of the guidance that appears to be relevant.

Particular cases or conditions:

Severe disfigurements

The Act's definition treats severe disfigurements as disabilities, although they have no effect on a person's ability to carry out normal day-to-day activities.

If, however, the disfigurement consists of a tattoo which has not been removed, non-medical body piercing, or an object attached through such a piercing, regulations have the effect of ensuring that this would not be treated as a disability.

Impairment helped by treatment or artificial aids

Medication or equipment (such as an artificial limb) which helps an impairment, is not taken into account when considering whether an impairment has a substantial effect.

For example, a person who wears a hearing aid to improve their hearing is considered to have the hearing loss that would exist without the use of the aid. **An exception is when people wear glasses or contact lenses - it is the effect on the person's vision, while wearing their glasses or contact lenses that is considered.**

If, however, the treatment is likely to cure the impairment, this should be taken into account in assessing whether the impairment is long-term.

Deemed impairments

Anyone who has HIV infection, cancer or multiple sclerosis is automatically treated as disabled under the Act. In addition, people who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist are automatically treated under the Act as being disabled. People who are not registered or certified as blind or partially sighted will be covered by the Act if they can establish that they meet the Act's definition of disability.

Progressive conditions

Progressive conditions are conditions, which are likely to change and develop over time. Where a person has a progressive condition, he will be covered by the Act from the moment the condition leads to an impairment which has some effect on the ability to carry out normal day-to-day activities, even though not a substantial effect, if that impairment is likely eventually to have a substantial adverse effect on such ability.

Genetic predisposition

The Act does not cover people with a gene that causes a disability unless they develop the disability. For example, people with the gene that causes Huntington's chorea are not covered if they do not have the condition. People are covered as soon as the first effects on normal day-to-day activities appear.

Past disabilities

The definition covers people who have had a disability in the past. If a person once had a disability that is covered by the Act, they are still protected if they have recovered. This applies even if they recovered before the Act came into force.

Registered disabled people

Any person registered as a disabled person under the Disabled Persons (Employment) Act 1944, or the Disabled Persons (Employment) Act (Northern Ireland) 1945, on both

12 January 1995 when the legislation was first introduced into Parliament and the date when the employment rights start is covered by the Act for three years is to be treated

as having a disability, for the purposes of the Act, for three years from the latter date. They do not have to prove they meet the new definition of disability for this three-year period.

Impairments which are excluded

The following conditions are not to be treated as impairments for the purposes of the Act

- Addiction to or dependency on alcohol, nicotine or any other substance (unless the addiction resulted from the substance being medically prescribed).
- Seasonal allergic rhinitis (e.g. hay fever) except where it aggravates the effect of another condition.
- A tendency to set fires.
- A tendency to steal.
- A tendency to physical or sexual abuse of others.
- Exhibitionism
- Voyeurism

1.5 Legal Responsibilities

As they underpin our social and moral obligations, we fully embrace our legal obligations, including those defined under the following legislation:

The Disability Discrimination Act 1995

The Building Regulations 2000

Part 'M' Requirements (Building Regulation Amendments 2003)

Fire Precautions Act 1971 and Fire Precautions (Workplace) Regulations 1997 (as amended in 1999)

Regulatory Reform (Fire Safety) Order 2005

The Disability Discrimination Act 2005

The Disability Discrimination (Blind and Partially Sighted Persons) Regulations 2003

Our Disability Equality Scheme will be compliant with the provisions of the European Convention on Human Rights embodied within the Human Rights Act.

We will also work within guidance and future proposals from the Disability Rights Commission, including its Statutory Code of Practice: 'The Duty to Promote Disability Equality'

The Disability Discrimination Act 2005 places a legal duty on all public authorities to promote disability equality. The duty places positive responsibilities on us to work towards a more equal society by main-streaming disability equality into the way in which we carry out our functions.

The duty has two elements, a General Duty and Specific Duties that are intended to assist public authorities in meeting the General Duty.

1.5.1 General Duty

Every public authority is under a general duty to promote disability equality. This means that a public authority “**shall in carrying out its functions have due regard to the need to:**

- eliminate unlawful discrimination;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote equality of opportunity between disabled persons and other persons;
- take steps to take account of disabled person’s disabilities even where that involves treating disabled persons more favourably than other persons;
- promote positive attitudes towards disabled persons; and
- encourage participation by disabled persons in public life.”

1.5.2 The Specific Duties

Our Disability Equality Scheme must be in place by December 2007 and is required to include statements on:

- How disabled people have been / will be involved in its development;
- How we intend to impact assess its policies, procedure and practices;
- How we propose to meet the general duty within a 3-year period;
- How we consult with disabled service users on the effect of policies, procedures and practices;
- How our recruitment, development and retention affects disabled people;
- How the provision of our services takes account of disabled people;
- How we make use of information to assist in meeting its general duty obligations and in particular;
- How we intend to review the effectiveness of its General Duty Implementation;
- How we intends to review later Disability Equality Schemes;
- How we intend to publish an annual report to include steps taken and results of information gathered and the use made of such information.

1.6 Our Strategic Objectives

This Scheme sets out the framework within which the school can promote equality for and prevent discrimination against, disabled people as users of our services, as our employees and as members of the community. The following objectives are intended to support and complement this framework:

Objective 1 – We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to access to services, information and buildings
- Encouraging good practice in the private sector through our procurement policy
- Upholding the social model and our guiding principles in our rôle in the local community

Objective 2 – We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people
- Challenging patronising or discriminating attitudes
- Making our environment as safe as possible for disabled people
- Challenging anti-social behaviour against, bullying or harassment of, disabled people

Objective 3 – We will support disabled people to achieve their full potential by:

- Supporting the formation of groups, networks and services for disabled people as required for pupils, staff and members of the community
- Supporting disabled people according to their individual needs
- Ensuring our community facilities are accessible to disabled visitors.

Section 2 – Our Activities

2.1 Equality Impact Assessment

2.1.1 What is an Equality Impact Assessment (“EIA”)?

It is a process we must follow to ensure that our policies and practices do not discriminate against staff and potential staff, pupils, parents / guardians, visitors or other services users who are disabled.

It is an integral part of eliminating institutional discrimination.

The process of impact assessment is designed to make sure that diverse needs are specifically taken into account when strategies, policies and practices are designed so that they are as equitable as possible from the outset.

Also EIA’S are intended to increase participation and inclusion of disabled people and to change the culture of public service decision-making. This will improve the relationship of trust and confidence between us and our community which is vital if we are to provide a good service, because it makes sure that services we provide are more appropriate for everyone.

EIA’S also enable us to mainstream disability equality into all decisions and activities.

This section of the scheme details the process that is followed for equality impact assessing policies. This includes policies that affect both staff and pupils.

2.1.2 How does the process work?

It would not be possible to undertake extensive research and consultation in relation to each and every policy. It is therefore essential to be proportionate about the resources that are used on a policy. This can be determined by assessing the extent of the potential for an adverse impact of the policy on disabled people. To determine the answer to this, the following questions should be considered:

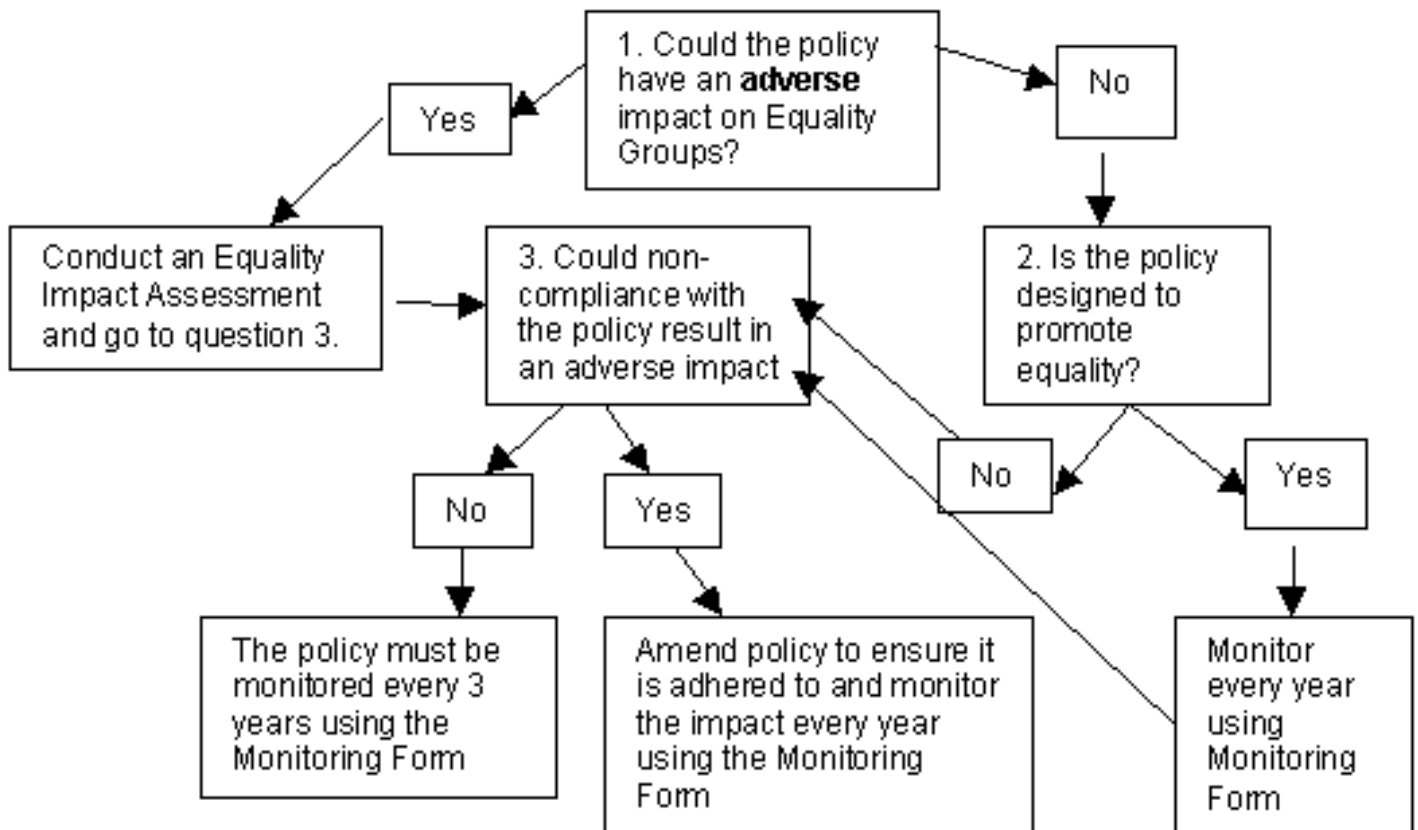
- Could the policy have an adverse impact on a large number of disabled people?
- Could the policy have a major impact on disabled people, even if it is small number of disabled people?

The answer to the above questions will enable us to determine the amount of resources to use in the EIA. For example, if there is a clear positive answer to both the questions then a significant amount of effort must be put into the EIA process to look at ways to avoid the adverse impact of the policy or its implementation on disabled people.

Conversely, if the answer to the questions is not **positive** but **possible**, that the work done on the EIA could be less, to enable resources to be used for the policies which may have a greater adverse impact.

2.1.3 The Screening Tool

Before conducting a full EIA, the policy must be assessed to determine the potential impact on disabled people. This is done using a “Screening Tool”. The screening tool also asks assessors the questions below.



The monitoring form can be found at appendix E

2.2 Data Collection and Analysis

The Evidence

This is a vital stage of the EIA. It is difficult to make assertions about the impact of the policy on disabled people without supporting the assertion with data. Data can be anecdotal, qualitative (based on the experience of individuals or groups from a subjective point of view) or quantitative (numerical/statistical).

Consultation with Potentially Affected Groups

This involves presenting the policy and details of the potential adverse impact of the policy or its implementation to potentially affected people and groups, seeking their views on changes to the policy. Those consulted will include disabled pupils, staff and other groups and individuals that visit the school site who may be affected by the Disability Equality Scheme. The form and content of consultation must take place in a way that is accessible to all people consulted.

The school will involve pupils in this process, through the School Council, incorporating the collection and analysis of data into lesson time. Pupils will be encouraged to conduct research as a group and to analyse and present their findings.

Pupils, staff, parents / guardians and community members who use the school's facilities will be canvassed by way of questionnaire. The views of those affected, will be sought concerning any problems currently experienced with access to facilities and services. Any proposed solution and any foreseen future issue will be urgently considered.

The result of these data will be analysed and used to formulate an action plan. Any resultant, requisite remedial action will be ranked by priority and expedited.

Existing and future policies will be rigorously tested for compliance with the school's Disability Equality Scheme.

3 Assessing Individual Policies and Practices

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed. There are several stages to the process and disabled people should be involved at every stage.

Stage 1	Determine level of relevance of policy/practice to disability equality.
Stage 2	Check existing data. If data is not sufficient, collect further data.
Stage 3	Find ways of mitigating any adverse impact. Consider alternative approaches to achieve the same objective. Also consider whether an opportunity exists for making a positive impact.
Stage 4	Consult appropriately on the final policy/practice.

The below list is indicative of the issues that should be addressed. It is not exhaustive and should be treated as dynamic and evolving; subject to ongoing review through the scheme's review process.

3.1. Check list of school policies and their impacts on disabled people

1 Educational Visits and Trips

- Does the school ensure that all pupils can participate in visits?
- Does the school make available to all staff planning trips the access, medication and personal care needs of pupils on a need to know basis?
- Does the school keep a database of accessible venues, any barriers they may have and the reasonable adjustments required?
- Are all trips planned well in advance so risk assessments can be undertaken, activities planned and reasonable adjustments made?
- Are the extra costs of making reasonable adjustments shared or met from separate budgets?
- Does the school provide alternative activities for a group of disabled pupils and their peers when the activity is inaccessible?

2 Homework

- When homework is set is it either accessible to all pupils or differentiated to meet the learning needs of all?
- If pupils need in-class support with their work, does the school make arrangements for that support to be available at breakfast, lunchtime or after school clubs where disabled pupils can attend with their friends?
- Does the school encourage peer support and collaborative learning?
- Is achievement rather than attainment prioritised and judged against each pupil's level?
- Are reasonable adjustments made in the activities pupils are asked to undertake and in the way that they do them?

3 Behaviour

- Does the school operate a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour?
- Are the peers of disabled pupils taught the reasons why the school operated such a differentiated behaviour policy?
- Does the school train and use peer mentors?
- Does the school operate a self-controlled time out system for identified pupils?
- Are staff supported by outside agencies in developing their approach to behaviour?
- Are exclusions monitored for impairment on a regular basis?
- Are all staff trained in the behaviour policy and practice and the reasons why a differentiated policy operates?
- Are support staff such as midday supervisors trained to run lunchtime activities?
- Is counselling available for pupils who need it?
- Are 'Circles of Friends' set up for pupils vulnerable to exclusionary pressures?
- Are person centred planning tools regularly used in the school?
- Does the school seek to develop emotional intelligence and give pupils a range of strategies for dealing with conflict?

4 Health and Safety Policy

- Do Health and Safety Inspections record risks to disabled people such as slippery floor coverings or non-adapted equipment, eg mounted electric drills at the wrong height?
- Does the school have evacuation procedures which accommodate disabled people?
- Does the school carry out all necessary risk assessments for the particular circumstances and of any specific disabled pupil?
- Does the school arrange for training for all staff involved in procedures that carry risks such as lifting and handling, administration of medicines or personal care or invasive procedures?
- Does the school have in place all necessary procedures for servicing/maintaining pupil aids and appliances?
- Does the school accident reporting system allow for monitoring by impairment?
- Does the policy identify hazardous situations for disabled people such as strobe lighting, chemicals or allergies?

5 School Clubs and the Extended Day

- Are disabled pupils' access needs supported to attend school clubs and the extended day?
- Has the school and Local Authority reorganised transport so disabled pupils can attend?
- Have club and extended day activities been planned in an inclusive way?
- Is peer support and collaboration encouraged in these activities?
- Is pupil participation and achievement more important than attainment in these activities?

6 Staff Recruitment and Retention Policy

- Does the school monitor the number of staff it has who count as disabled people under the DDA?
- Has the school set targets for the recruitment of disabled staff?
- Does the school operate a policy of positive discrimination up to target levels?
- Does the school give automatic interviews to applicants who are disabled who meet the minimum person specification?
- Does the school provide reasonable adjustments for disabled staff, eg accessible accommodation, allowing additional time off for disabled staff, if necessary?
- Does the school encourage disabled staff to get support from Access to Work (Job Centre Plus)?
- Does the school operate measures to train and promote disabled staff?
- Have the school managers and Governors had Disability Equality Training?

- Does the school support disabled staff in regularly meeting together to provide feedback on how school policies and procedures impact upon them?
- Does the school make reasonable adjustments to retain staff who develop impairments during the course of their employment?

7 Anti-bullying Policy

- Does the school anti-bullying policy specifically itemise the range of name-calling, unwanted comments and physical and psychological bullying which can be directed at disabled children and adults?
- Does the policy allow for the recording and monitoring of all such occurrences?
- Are disabled children and adults at the school positively encouraged to report all such occurrences?
- Have all pupils received training on disability prejudice alongside training on sexism, racism and homophobia in such a way that they empathise with the unfairness and injustice of such behaviour and attitudes?
- Have staff been trained to identify disability prejudice based bullying and name calling?
- Are pupils trained/appointed as 'bully busters' or 'peer mediators'?
- Are all staff made aware of the anti-harassment guidance for staff and is it implemented?

8 Sickness Monitoring and Leave

- Does the school distinguish between time off arising from disabled staff's underlying impairment and general sickness?
- Does the school allow disabled staff additional time off for treatment for their impairing condition without penalising them?
- If staff develop a long-term impairment during the course of their employment, does the school make adjustments such as light duties as a reasonable adjustment?
- Does the school vary the duties of disabled staff where necessary as a reasonable adjustment?

9 Equal Opportunities Policy

- Does disability equality have a separate strand in the school's Equality Policy?
- Has the school developed a mission/vision statement about what it means about promoting disability equality?
- Has the school considered the multi-layering of different equality issues for disabled people, eg gender and disability, race or ethnicity and disability, sexual orientation and disability, age and disability, religion and disability?
- Has the school set up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community?

- Are the school's databases sufficiently detailed to reflect the performance and outcomes of disabled pupils as compared to non-disabled and sufficiently broken down by impairment groups to reflect barriers?
- Are potential barriers in admissions, progression and transition identified and solutions to diminish or remove them included in policies?
- Do disability policies have clear action targets and a time-scale for implementation?

10 Medical and Personal Care Needs

- Have disabled children and their parents been consulted on how they want the procedure or administration of medication carried out?
- Does the dignity and discomfort of the disabled pupils figure as a major determinant of how procedures are developed?
- Are sufficient staff trained in the necessary procedures?
- Are all staff aware of what to do in a medical emergency?
- Are all teaching and support staff aware of the medical needs of each pupil on a confidential basis, with parental permission?
- Does a state registered nurse or doctor provide staff training on invasive care and administration of medicines?
- Are risk assessments carried out so that they are specific to the circumstances in each case?
- Does the school encourage disabled pupils, wherever possible, self-administer medicines and undertake procedures such as insulin injections or catheters?
- Does the school support the empowerment and development of self-esteem of the disabled pupils concerned?

11 Sex Education Policy

- Does the school sex education policy specifically take account of the needs of disabled children?
- Is the issue of sexual abuse and the right to say 'No' covered for disabled pupils with learning difficulties or those with communication impairments?
- Are the parents of all disabled children encouraged to allow their disabled children to have sex education?
- Are disabled pupils encouraged to recognise their developing sexuality?
- Are all pupils encouraged to respect difference and respect each other's identity?
- Are sex education materials available in a differentiated format suitable and accessible for all pupils?

12 Pupil Participation in Decision-Making

- Does the School Council have disabled representatives, eg are places reserved for disabled pupils?
- Are disabled pupils given positions of responsibility such as playground buddies or mentors?

- Are the achievements of disabled pupils regularly celebrated at assemblies?
- Is space created in whole class forums or discussions for disabled pupils to express their views?
- Do staff know how to encourage and support disabled pupils in expressing their views?

13. Premises and Lettings Policy

- Does the school have an access policy?
- Does the school's access policy follow the DfES template?
- Does the school examine all capital projects to maximise access and reasonable adjustment?
- Does the school's lettings policy itemise the access provided by the venue?
- Does the school's lettings policy specify the type of adjustments that the school and other local services can provide?
- Is information about lettings provided in accessible formats, e.g. Easy Read, audio tape, electronically or picto-grams?
- Is the school's point of contact with the public fully accessible?
- Have school staff dealing with the public had disability equality training, e.g. office staff, school keeping staff or the Bursar?
- Have evacuation procedures been developed and do they take full account of the needs of disabled people?

14 Complaints Procedure

- Is this available for disabled parents (or carers) in a range of formats, e.g. Easy Read, large print, audio tape?
- Does the school urgently seek to resolve any issues of concern raised by parents about their disabled children or by disabled pupils?
- Does the school have extra stages built into its complaints procedure to seek to resolve issues for disabled people?
- Are disabled Governors or outside experts on disability equalities involved in resolving complaints?

15 Government

- Are all Governors aware of their statutory responsibilities to promote Disability Equality?
- Is the Governing Body and school developing an inclusive ethos?
- Does the Governing Body have regular training on the Disabilities Equality Duty?
- Does the Governing Body have disabled members and are they prepared to lead on inclusion and disability equality issues?
- Are Governors' meetings and proceedings accessible?
- In Governors' elections and co-options, is positive discrimination exercised to appoint disabled Governors?

- Does the Governing Body have disability monitoring results regularly presented to them?
- Has the Governing Body held consultations with disabled staff, pupils, parents and the local community to impact-assess their policies?
- Does the Governing Body have an Action Plan on meeting their responsibilities under the Duty to Promote Disability Equality?
- Are all Committees of the Governing Body contributing to developing the School Disability Equality Scheme?
- Does the Governing Body have a School Access Plan?
- Have they extended it to cover the new duties on disability?
- Have Governors revised school policies to fit the anticipatory duty and the duty to promote disability equality?

16 Curriculum Policy

- Does the school ensure that all pupils gain an understanding of the discrimination disabled people face and the negative attitudes and stereotypes that can commonly occur?
- Does the school ensure that some part of the curriculum in each year raises disability equality issues?
- Does the school ensure disability equality is raised in PHSE and Citizenship?
- Do disabled pupils feel comfortable explaining to their peers about the nature of their impairment, what prejudices they face and how they wish to be treated?
- Are disabled adults from local disability organisations encouraged to regularly address pupils?
- Are the achievements of disabled people displayed in positive ways?
- Do teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils, e.g. negative stereotypes in literature, or arguments about terminating disabled babies in Religious Education or Biology?

17 Teaching and Learning

- Does the school ensure all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching?
- Is joint planning time made available during the school day for teachers and teaching assistants on a regular basis?
- Are staff familiar with P Scale target setting and assessments for pupils with learning difficulties?
- Have all staff had Disability Equality Training and applied the outcomes to their planning and teaching?
- Do all teachers prioritise the essential knowledge they wish all pupils to gain from the lesson?
- Do all teachers organise the styles and methods of learning to suit the multi-various way pupils learn best?
- Do all teachers consider and implement the modifications necessary for the range of needs in the class?

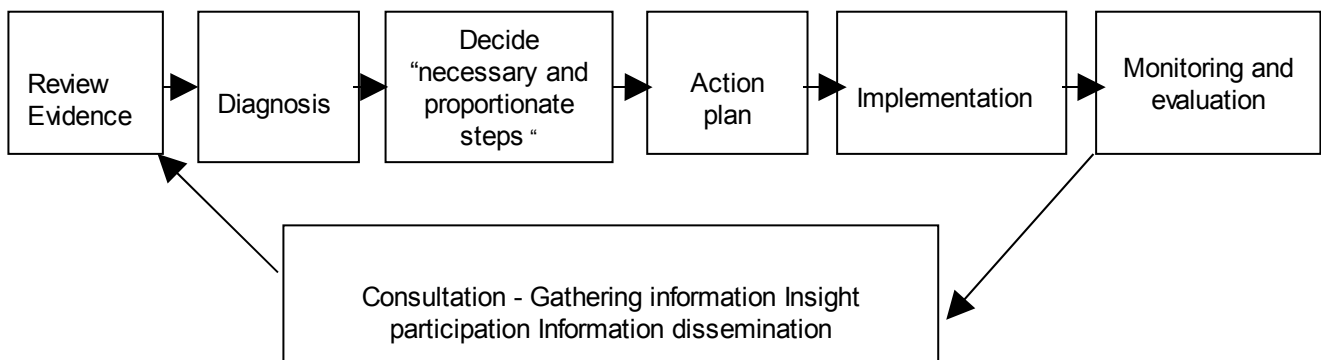
- Do all teachers consider how pupils will demonstrate what they have learned?
- Do all teachers consider how to optimally organise the classroom for learning for all – in terms of layout, grouping, materials and use of support?

18 Monitoring and Assessment Policy

- Does the school identify all disabled pupils in their databases?
- Does the school have ways to identify all disabled parents and their access needs?
- Does the school identify all disabled staff and their access needs?
- Do teaching staff ensure that they have methods in place to establish what disabled pupils have learned in each lesson?
- Is the progress disabled pupils make systematically recorded and monitored?
- Do staff know the adjustments that different disabled pupils they teach require, e.g. extra time or an amanuensis?
- Are individual disabled pupil's achievements recorded in addition to their general attainment levels?
- Do all teaching staff know how to differentiate the work for disabled pupils?
- Does a senior member of staff know how to apply for adjustments from the Exam Boards and the range of adjustments available from different Boards?

It is vital that we monitor, evaluate and consult on all of what we do as set out in this scheme and what we intend to do as set out in the Action Plan.

The way in which monitoring, evaluation and consultation fit into what we do is set out below.



Action / Accessibility Plan

Task	Responsibility	Target Date
Assessment of access to buildings for pupils, staff, carers and community users.	School Council and teaching staff	Complete
Distribution and return of questionnaires.	School Council / School Clerk	Revised date 28.02.09
Analysis of data from questionnaires	School Council during lesson time with teaching staff	Revised date 31.03.09
Visual assessment of signs for clarity of information and appropriate use of symbols / Braille / font	School council / all pupils and staff	Complete
Ensure procedures are in place to deal with alerting / evacuation of people with disabilities (sensory and mobility)	Head Teacher / staff	Complete
Assessment of alarm system for audio-visual effectiveness.	School Council / staff	Complete
Identification of trip hazards for the visually impaired	School Council / staff	Complete
Review of current policies for compliance with DES	Head Teacher / Governors	Complete
"Reality check" as to current awareness of disability issues	Head Teacher for teaching staff / sub committee for governors	Complete
Awareness training for staff	Head Teacher	31.03.09
Publication of DES to wider community	Head Teacher / governors	Complete
Review of school web site for appropriate fonts / visual accessibility	Head Teacher / governors	Complete
Establish complaints procedure	Governors' sub committee	Complete
Produce an aide memoir for staff containing practical information on various forms of disability	Governors' sub committee	31.03.09
Distribution of disability awareness posters	Teaching staff with pupils as project	Revised date 31.03.09
Collect and analyse baseline data on disabled staff	Head Teacher	Complete
Promote ethical procurement policy. Influence private sector by example	Governing body	Revised date 31.03.09
Conduct and monitor results of exit interviews with disabled pupils and staff	Head Teacher / governors' sub committee	Now adopted
Evaluate rôles and vacancies to assess the requirements / criteria checking whether reasonable adjustments can be made to make the rôles more accessible and less exclusive to ensure that unnecessary requirements are not attached limiting the type of applicants	Governing body	Now adopted
Ensure appropriate use and availability of disabled parking bay	Head Teacher	Ongoing

Advice on Understanding Disability – Practical Steps

This page provides some information about different types of impairment and practical steps that can improve accessibility to disabled people, so providing good service.

Type of impairment	Accessibility issue	Customer service issue
Mobility	<ul style="list-style-type: none"> • Width of doorways and aisles -consider width required for wheelchair access • Height of counters and handles • Even flooring - inside and out • Accessibility of toilet facilities 	<ul style="list-style-type: none"> • Provide a seat for someone who cannot stand for long and bring things to them • Sit down to talk to a wheelchair user so they do not have to crane their neck to see you • Do not lean on their wheelchair. It is part of their personal space
Sight	<ul style="list-style-type: none"> • Colour contrast -on signs; between floors, walls, ceilings and doors • Literature and signs - size of print; use of Braille and other tactile alternatives • Clutter and hazards - keep floors and aisles clear 	<ul style="list-style-type: none"> • Identify yourself when first speaking to a blind person • Stand still so a person with partial sight can maintain eye contact with you • If guiding someone, allow them to hold your arm, rather than vice versa, so they are in control • Do not move away without telling them
Hearing	<ul style="list-style-type: none"> • Have pen and paper handy to write messages • Additional auxiliary aids e.g. a hearing aid loop • Alarm systems - have a visual as well as audible alarm 	<ul style="list-style-type: none"> • Always maintain eye contact with someone who is lip-reading • Make sure your face is well lit, keep hands away from your mouth and speak normally and clearly • Minimise background noise
Speech	<ul style="list-style-type: none"> • Disability awareness training - to help staff communicate more effectively • Clear signs and labelling - some people with a speech impairment will avoid asking for help 	<ul style="list-style-type: none"> • Speak slowly and clearly • Be patient and listen – do not correct or speak for the person • If you do not understand, ask them to repeat themselves • Ask questions that require yes or no answers if possible • Don't put the phone down if you hear a few seconds silence at first

<p>Learning disabilities</p>	<ul style="list-style-type: none"> • Signs - clear, concise and consistent • Write in plain language and use pictures and images • Disability awareness training - to make staff aware of different behaviours and how to react 	<ul style="list-style-type: none"> • Be patient and listen • If you do not understand, ask the person to repeat themselves • Speak slowly and clearly • Use pictures, symbols and simple written information where possible
<p>'Hidden' impairments</p>	<ul style="list-style-type: none"> • e.g. arthritis, asthma, dyslexia, epilepsy and mental illness • Don't make assumptions about what anyone can or cannot do, their impairment may not be obvious and they may require additional assistance 	

www.drc-gb.org –is the web site for the Disability Rights Commission (“DRC”). This web site gives guidance on our obligations under the Disability Discrimination Act as a ‘service provider’ as well as an employer. It will also link you to other useful sources of information.

Typefaces for Dyslexia

Dyslexia is a disability which is very sensitive to particular typefaces, both in print and on screen. We look at some of the typefaces we recommend to ensure that whatever materials you are creating, they are accessible to as broad an audience as possible.

Many dyslexic people find that the readability of a piece of text varies greatly depending upon the font (type face or type style) used. This article looks at some fonts that are recommended and used by dyslexic people. There is more information on the reading difficulties faced by dyslexic people and those with Meares/Irlen syndrome on our [Visual Stress page](#). If you find you have a preferred font, you can use it in many places where the author has chosen something else by using our [ReadAble program](#), which also lets you control colour and other formatting.

General Rules

Serif fonts, with their 'ticks' and 'tails' at the end of most strokes (as found in traditional print fonts such as Georgia or Times New Roman), tend to obscure the shapes of letters, so sans-serif fonts are generally preferred. Many dyslexic people also find it easier to read a font that looks similar to hand writing as they are familiar with this style, and some teachers prefer them. However these types of fonts can lead to confusion with some letter combinations, such as "oa" and "oo"; "rn" and "m".

The size of the ascenders and descenders of letters (the 'stems' on letters like p and b) is also important as many dyslexic readers rely on recalling the visual shape of a word due to poor phonological awareness. If ascenders and descenders are too short the shape of the word is more difficult to identify and can make reading slower and less accurate.

Read Regular

Recently Natascha Frensch, a graphic designer at the Royal College of Art, has designed a font specifically for dyslexic readers, taking into account the issues discussed above. There are examples of Read Regular on her web site at www.readregular.com and the children's publisher Chrysalis is now using it for two-thirds of the 150 children's titles it brings out every year.

Lexia Readable

Has also been designed specifically for dyslexia and is actually available. You can download it from www.k-type.com/ free for individual use. It has developed quite a bit over the last few months, although it still has some minor irregularities. It tries to avoid some possible dyslexic confusions (eg b-d) by using different shapes, and is broadly based on Comic Sans, see below. Please [let us know](#) what you think of it.

Tiresias

Has been designed for Visual Impairment. Originally produced for subtitles and signs there is now a screen version [Tiresias PCfont](#). It costs about £20 for an individual. It is good for legibility, but doesn't address the issue of dyslexic confusions.

Sassoon

This font is often recommended for dyslexia, but was actually designed for early reading. Also, it is quite expensive and can be bought through [Adrian Williams Design](#) and [elsewhere](#) on the web. Letter shapes are similar to those that schools use to teach handwriting, and ascenders and descenders are exaggerated to emphasise word shapes.

Myriad Pro

Myriad Pro

Forsaking monastic tradition, twelve jovial friars gave up their vocation for a questionable existence on the flying trapeze. Ebenezer unexpectedly bagged two tranquil aardvarks with his jiffy vacuum cleaner. The public was amazed to view the quickness and dexterity of the juggler. A quart jar of oil mixed with zinc oxide makes a very bright paint.

A modern typeface designed by Adobe, we have begun to use Myriad Pro in our designed materials and in part on this [dyslexic.com](#) site. Myriad Pro has a clean sans serif aesthetic making it suitable for people with dyslexia.

Web fonts

A number of fonts have been commissioned by Microsoft with the aim of making on-screen reading easier and are included in many of their packages. Unfortunately, in our opinion some of these fonts are not really ideal for dyslexics – like many modern fonts they have large bodies and short descenders and ascenders, which makes the letters harder to tell apart. For example, Verdana is promoted by Microsoft as a very screen-friendly font and has therefore become popular with web designers, but the line spacing is very tight, reducing the size of the ascenders and descenders and the legibility for dyslexic readers. [Note: all the font illustrations are screen shots of that font as rendered by Internet Explorer in Windows with no font resizing.] On the other hand these fonts are very professionally worked, so they are as clear and clean as possible at all sizes and in all media.

Verdana

The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog.

Better is Trebuchet MS, which has short descenders but reasonably long ascenders, a small body size and generous line spacing. We find this font suits many readers and it is our first preference.

Trebuchet MS

The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog.

Other fonts

Although there are thousands of fonts freely available on the web, most of them are fancy display fonts totally unsuited for blocks of text. We are therefore currently obliged to fall back on the fonts distributed with Windows and Mac OS for our style sheet.

Our other two choices are Geneva for the Mac and Arial for older Windows systems.

Arial

The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog.

Geneva

The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog.

Some dyslexic people find that Comic Sans is one of the more readable of the commonly-available Windows fonts, and we have used it on this web site in the past. Others find it too bold, too childish or too informal.

Comic Sans

The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog.

Testing font legibility

It is very difficult to assess how legible fonts are – much of it comes down to what you are used to reading and personal preference. However, Bob Hoffman of San Diego State University has done some interesting work on this. His web site on [text readability](#) has a number of experiments you can try. We are aiming to carry out research into font legibility, so that we can give good advice as to which font or fonts are really good for dyslexia.

Since people vary in the font they find most legible, we plan to make our pages more customisable at some point in the future. If you have a favourite font that you find more legible than most, why not email us at webmaster@dyslexic.com, and if it's freely available we might include it in a future style sheet.

In the meantime, we have compiled some instructions on [how to set up your browser to use your preferred fonts](#), which we hope you will find useful.

ReadAble screen control software

A much more convenient solution is our [ReadAble program](#). This lets you choose your preferred style and size of font in practically any windows program, including Microsoft Word and Internet Explorer. It also allows you to control background and text colours and interword and interline spacing. All of these settings can make reading more comfortable if you suffer from Visual Stress.

Making your printed text "dyslexia friendly"

Choose one of the recommended fonts above. Print at at least 12 points. Think about colour and coloured paper. Follow the advice in the [BDA's Dyslexia Friendly Style Guide](#), which we helped to write. And there is further information and links on our [Accessibility page](#).

Copied from <http://www.dyslexic.com/fonts 09/07/07>

“Browsealoud”

Do you find reading difficult? Listen to the dyslexic.com web site!

If you haven't got your own screen-reading software, you can download Browsealoud for free. This will enable you to listen to this and other Browsealoud enabled web sites, by pointing at the text with your mouse.

School questionnaire for disabled parents / carers

Dear Parent / Carer,

As you may be aware, the Disability Equality Duty is now in force and it places important new duties on schools. All schools are now under a duty to:

- promote equality of opportunity between disabled people and other people;
- stop unlawful discrimination;
- stop harassment of disabled people that is related to their disabilities;
- promote positive attitudes towards disabled people;
- encourage disabled people to participate in public life; and,
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

To help achieve these aims, all schools must produce and publish a Disability Equality Scheme. In addition, the scheme must include a statement about the way in which disabled people have been involved in the development of the scheme. We are therefore asking all parents/ carers who consider themselves to be disabled to help us by completing this questionnaire. If you could spare the time to do this, we would be very grateful.

Yours

1. How would you describe your impairment?

2. Are there any ways in which our school currently makes it difficult for you to participate in schools life (for example to come into the school or to read information)?

3. Are there any ways in which the school could help you to participate in school life (for example to come into the school or to read information)?

4. Are there any other ideas you have about ways in which the school could carry out any of the duties listed in the introduction above?

5. Are there any other ways in which you think the school should involve disabled people in the creation of our Disability Equality Scheme?

Name (optional):

Please return this questionnaire to

Policy Monitoring Form

Impact of the policy

1) Please state what impact the policy will have on disabled people.

Policy	Impact on disabled people ¹

1.1) Is there evidence or reason to believe that disabled people (as defined in 1.4) could be **adversely**² affected by the policy?

1.2) If you have answered no, please explain why and go to Question 2.

1.3) If you have answered yes, please state why you think they could be adversely affected and include data or evidence to support this and the source of the data or evidence even if the evidence is anecdotal or experiential.

1.4) Does the policy have an adverse impact on disabled people?

Yes	
-----	--

Conduct an Equality Impact Assessment (“EIA”)
Go to Question 3.

¹ The Screening Tool will be available to the public. It must be demonstrated that the impact of the policy on disabled people has been considered. For example you may insert next *“the impact of the policy on disabled people has been taken into account and as a result paragraph 6 of the policy has been inserted which provides for”*

²

No	
----	--

Go to Question 2.

Promotion of Equality

2) Is the policy designed to promote equality³ for disabled people?

Yes	
-----	--

Monitor the policy annually.

Go to Question 3.

No	
----	--

Go to Question 3.

Impact of non-compliance with the policy

3) If the policy is not followed, would it have an adverse impact on disabled people?

Yes	
-----	--

Monitor the policy annually.
Amend the policy to ensure it is followed.⁴

No	
----	--

Monitor the policy every 3 years

³

⁴as defined in section 1.4

² "Adversely affected" means disabled people may **suffer a disadvantage** as a result of the policy.

³ For example the policy or part of the policy may be designed to address an imbalance experienced by disabled people.

⁴ For example, state that failure to follow part of the policy (which is relevant to disabled people) could result in disciplinary action against staff.