



CRANBORNE MIDDLE SCHOOL

DISABILITY EQUALITY SCHEME

October 2010

The purpose of this Disability Equality Scheme is to show how Cranborne Middle School is going to promote disability equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school in which everyone involved can take part.

We aim to encourage and listen to local views and involve local people in the work of our school. All school staff have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

The School already makes the following provision for children with disabilities under the DDA:

- In house training for staff on learning difficulties, autism and Asperger's syndrome, behaviour difficulties and dyslexia has already been undertaken. Staff have also received training from the Diabetes team at Poole Hospital.
- The curriculum has been adapted to meet the needs of disabled pupils
- Materials have been adapted
- Additional resources have been purchased
- Adaptations for building access has been addressed through the school's Accessibility Plan. A new lift has been installed to ensure all pupils have access to all areas of the school.
- Information for parents and public is regularly reviewed in line with DDA
- An Inclusive Sport club is run on a Friday afternoon.

The School has identified certain areas of good practice where proactive steps have already been taken:

- Improved transition arrangements between schools for pupils with disabilities
- Whole school training on autism
- Looking at whole school policies with potential for any discrimination that may arise e.g. anti-bullying policy
- Consultation with parents with reference to the Healthy Schools programme
- A 4 weekly review of targets to ensure progress

The School is aware of some areas for development

- Whole school training on speech and language difficulties however, 2 teaching assistants are currently attending training sessions.

- Improved ways for greater involvement of children with disabilities e.g. circle time, school council
- Involving disabled children and their parents in making decisions

The DES will be considered in line with all other policy making decisions in the school and will be linked to budgetary implications for the governing body with reference to FMSiS (Financial Management standard in Schools).

The school has an Action Plan setting out proposed actions between 2010-2013, which is attached to the new DES.

This Scheme will be reviewed after three years. We welcome any comments and suggestions from interested parties. Please contact the Headteacher at the school.

Disability Equality Action Plan
2010-2013

Target	Strategy	Outcome	Timeframe	Achievement
Governors' involvement	SENCo to oversee writing of DES	New DES written	December 2010	Adoption by Governing Body
Establishing joint school initiatives	Establish focused links with neighbouring schools and arrange a day's event to promote disability awareness and involve wider community.	Joint event takes place to which parents, pupils, local groups and local authority come.	Ongoing December onwards	Increased community and joint school participation in promoting disability equality in schools.
Developing Pupils' involvement	Involve pupils in promoting disability equality and awareness through PSHE syllabus, Inclusive sports club and tutor days.	Pupils cooperatively develop their involvement with and awareness of disability equality issues. Pupils have a voice	December 2010 onwards	Pupils and whole school benefit from increased awareness of and participation in improving whole school disability equality
Local disability groups/media	Contact local groups to support school in better understanding disability matters.	Increased participation and consultation from these groups. Media help draw people into participation.	December 2010 onwards	Higher levels of understanding and input regarding disability issues. Raised local profile/community involvement.
Involving Parent/carers	Set ways in which parents and carers can be involved through newsletter, letters and invitation to events	Increased involvement of parents and carers of pupils	December 2010 onwards	Increased parental/carer involvement. Parents feel included in the process of provision for disabled pupils.
Local Authority	Identify lead people and discuss how best they are able to support the school.	Joint working with the local authority	December 2010 onwards	Closer links with local authority on issues relating to disability
Information gathering on pupils with disabilities, their experiences and areas for improvement.	Send out parental letters/feedback forms Gather pupils' experiences feedback. Collate exam./test, exclusion, bullying and other related information through the SENCo. Track extra curricular activities on IEPs. Track data to ensure academic progress.	School will know more about the numbers of pupils with a disability and their experiences	December 2010 onwards	Changes to policies affecting pupils with a disability.

Activity	Strategy	Outcome	Timeframe	Achievement
Analysis of information gathered	Ongoing review and analysis of information gathered in context of key areas outlined in statutory Guidance.	Policies reviewed and amended as appropriate.	December 2010 onwards	Improved learning and school conditions for disabled pupils. Elimination of negative discrimination.
Confidentiality regarding disability and long-term medical conditions	Review confidentiality and information sharing policy.	Staff know who to go to regarding information about pupils' conditions. Better communication with parents/carers.	December 2010 onwards	Staff, parents and pupils more comfortable with confidentiality arrangements.
Assess impact of DES	Inclusion Steering group to review policies in light of gathered information (ongoing)	Awareness of areas for improvement in relation to disabled pupils in the school	Termly review meetings feeding in to annual Scheme review.	Additional training from local disability groups, national charities and local authority on impact assessment and review processes
Monitoring and review of Disability equality Scheme	Formal review of information gathering processes, information gathered and targets identified and met	Understanding of progress made and yet to be made with appropriate strategies	Annually from December 2010	Printing and publishing costs of review.

Cranborne Middle School

Impact Assessment

Title of service, function or policy being assessed:	Disability Equality Policy
Name and role of officers completing this assessment:	Mr C Watson Headteacher Governing Body
Contact Telephone Number:	01725 517348
Date assessment completed:	
1. Is this a new policy/function/service or a review of an existing one?	
Review of existing policy	
2. What are the aims and objectives of the policy/function/service/review?	
<ul style="list-style-type: none">▪ To ensure all physically disabled pupils have access to a balanced and broad curriculum▪ Pupils with a physical disability have equal opportunities	
3. What needs or priorities is it designed to meet?	
The needs of the physically disabled pupils	
4. Who and/or what has been involved with implementing the policy, strategy, procedure or function?	
<ul style="list-style-type: none">▪ SENCo▪ Governors	
5. In relation to the policy/service what do you think are the main issues, positive and/or negative, relating to the different equality groups?	

Race/ethnicity (NB this includes Gypsies and Travellers)
Disability
Religion and/or belief
Age
Gender
Rural isolation/exclusion/deprivation/other issues
6. How does the current or proposed policy/service meet the needs of these equality groups? If it doesn't where are the gaps? Please include the findings and actions in the attached improvement plan.

7. Are there any aspects of the policy/function/service that result in quantifiable or different quality outcomes for different groups (higher or lower uptake/failure to access/receive a poorer or inferior service/evidence that different groups have different needs)?

8. What does data from existing sources tell you about the current policy/service in terms of meeting the needs of the different equality groups? What does consultation with stakeholders/beneficiaries tell you about the current or proposed policy/service? Your sources could include, for example, parental responses, pupil feedback/comments, working party findings or event feedback

9. What gaps have you identified and what further data/consultation do you need carry out if any?
Please include the actions in the attached improvement plan.

10. In what way(s) might this service or policy have an adverse impact on the grounds of race/ethnicity, gender, disability, age or religion? Please give your reasons/evidence for this, use your answers from box 5 - 9. [Note: "Adverse impact" means that the policy or service is disadvantageous to one or more groups of people.]

11. If you have identified that the service or policy is having, or might be having, an adverse impact, is it justifiable or legitimate? Please give your reasons for this.

12. If you have concluded that the adverse impact or the discrimination is justifiable or legitimate, you will need to explain your actions and reasons to people. This is because we have a statutory duty to promote good relations between people of different groups. You will need to think what action could be taken to mitigate the adverse impact on people. **Please include the actions in the attached improvement plan.**

13. If you have concluded that the adverse impact or the discrimination is illegal, you must take action to remedy this immediately. **Please outline the action you will be taking and include it in your improvement plan**

14. Please outline any unmet needs you have identified as a result of carrying out this assessment and how you intend to address them. **Please ensure this is included in your improvement plan.**



**Cranborne Middle School
Disability Improvement Plan**

Issue Identified	Action Required	Budget Implications	By whom	By when	
Access to First Floor	Liaise with Local Authority planning and surveying team to commission a lift/elevator	LA funded	C Watson (Headteacher) and LA team	September 2009	Achieved September 2010
Access to P.E. curriculum for pupils with physical disabilities	Bid for specialist equipment – purchase and provision of training for use of equipment	Grant	C Watson (Headteacher) Mrs A Williams (SSCO)	March 2009	Achieved
Ramps to facilitate access for wheelchairs	Replace all existing worn ramps to outside classrooms	LA funded	C Watson (Headteacher) and LA team	March 2009	Achieved
Equipment for physiotherapy, Occupational therapy, personal care and to facilitate access to the curriculum for pupils with physical disabilities	Installation of physiotherapy plinths,. Purchase of specialist equipment eg rulers, pens etc		C Watson (Headteacher) LA contracted providers	December 2008	Achieved

These actions needs to be built into the service planning framework, targets should be measurable, achievable, realistic and time bound.

This form is to be included in the school’s Disability Equality Scheme.