

Colchester Royal Grammar School

Disability Equality Scheme

This Disability Equality Scheme covers the period December 2009 to December 2012.

Introduction

Duties under Part 5A of the DDA require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body and school will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in three ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.1 The purpose of the Scheme

The Scheme will show how CRGS will

- Meet the duty to promote Disability Equality for disabled pupils, staff and parents
- Seek to eliminate discrimination that is unlawful under the Disability Discrimination Act and harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled students, staff and parents in school life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

1.2 Involvement of disabled pupils, staff and parents

We will seek to involve disabled pupils, staff and parents in the following ways in the development of this scheme

- The pack issued to parents of students joining the school in Year 7 asks for information on disabilities, medical conditions and learning difficulties as far as students are concerned and for information regarding parents themselves in relation to disabilities and adjustments we can seek to make wherever possible
- In a similar vein the data sheet issued to students joining Year 12 requests information on disabilities, medical conditions and learning difficulties

- A steering group consisting of the Assistant Head, the SENCO, a Governor, the premises manager, disabled students, staff, parents meets annually and reports to the Governing Body
- Students with disabilities, medical conditions and learning difficulties will be able to arrange for special consideration in examinations via the Examinations' Officer in accordance with current practice

1.3 **Information gathering**

When information is gathered from the sources mentioned in section 1.2 above we will assure parents, students, staff and Governors that all information received will be treated in complete confidence and will be used to support the development of disability friendly policies.

The Essex Application Form which is used by all applicants to the school for employment includes a section relating to the disclosure of disabilities and this information is gathered when new staff are appointed. Wherever possible we will provide adjustments to allow us to retain disabled staff or to allow them to return to work.

The information disclosed will enable us to analyse how many disabled students we have in school and the type of impairments present. After analysis we will be able to judge what areas of the curriculum present difficulties for these students and whether the physical features of the school environment hamper access to the whole life of the school, and we will try to make adjustments accordingly. In our analysis of the data we will follow the criteria outlined on page 26 of the booklet "Promoting Disability Equality in Schools". We will strive to ensure that no disabled student or employee is subject to harassment resulting from their disability, that all disabled students have access to a full range of extra-curricular activities and that information is provided in an appropriate format.

1.4 **Impact assessment**

The steering Group will review what has been implemented and will assess the impact of the policy and practices which we will adopt.

2. **Main priorities for the CRGS Disability Equality Scheme**

The attached Action Plan sets out our main priorities for the cycle 2009-2012. The Governors will receive a report on the implementation of the Action Plan. The Scheme as a whole will be reviewed and revised every three years.

Colchester Royal Grammar School
Disability Equality Scheme Action and Access Plan
December 2009 – December 2012

Area	Action	Timescale	Overseer	Performance Indicator
Management	<ul style="list-style-type: none"> ▪ Steering group to meet annually to monitor disability access and to discuss issues relating to the implementation of the Disability Equality Scheme 	Annually	RW	Annual meeting of the Group and report to Governors.
Staff Training	<ul style="list-style-type: none"> ▪ Raise staff awareness of disabilities and their effect on students' learning ▪ Review departmental strategies to address the needs of students with disabilities ▪ Implement teaching strategies and classroom lay-out which takes into account the needs of the students with disabilities ▪ Identify students with SEN and make appropriate provision for them 	Annually	TJC	Increased staff awareness
		Annually	PLJ / HoDs	Revised self-assessment
		Ongoing	PLJ / HoDs	Changes to departmental practice
		Annually	MR-N	Provision made at school level
Curricular	<ul style="list-style-type: none"> ▪ Draw up departmental plans to meet the needs of students who are on the school Special Needs Register ▪ Acquire resources, to aid the teaching of students with disabilities as necessary 	Annually - September	HoDs	Suitable provision made at departmental level
		Dec 2012	RW/MR-N	Material available and acquired as necessary

Curricular (continued)	<ul style="list-style-type: none"> Review all departmental activities, trips and visits to check that students with disabilities are not denied access to important educational opportunities 	Annually	TJC	Planning shows students with disabilities have been taken into account
	<ul style="list-style-type: none"> Arrange the timetable so that any student with disability is not disadvantaged 	Annually	PLJ / MH	All students timetabled satisfactorily
Premises	<ul style="list-style-type: none"> Improvement of facilities at the swimming pool for disabled access and changing 	Dec 2012	S. Adlem	Improved accessibility and facilities
	<ul style="list-style-type: none"> Consideration of the provision of a parking space for disabled people to access the back of the school 	Dec 2012	S. Adlem	Improved accessibility
	<ul style="list-style-type: none"> Consideration of the provision of a moveable stair climber for use around the school 	Dec 2012	S. Adlem	Improved accessibility
	<ul style="list-style-type: none"> Consideration of the provision of a hearing loop in the main public area of the school 	Dec 2012	S. Adlem	Improved facilities for the hearing impaired
	<ul style="list-style-type: none"> Consideration of improvements to signage around the site 	Dec 2012	S. Adlem	Improved accessibility for all
	<ul style="list-style-type: none"> Consideration of the provision of a toilet and changing room at the Sports' Pavilion for disabled people 	Dec 2012	S. Adlem	Improved facilities for students and spectators
	<ul style="list-style-type: none"> Consideration of improvements to the accessibility of the serving area in the restaurant 	Dec 2012	S. Adlem	Improved accessibility
	<ul style="list-style-type: none"> Consideration of the provision in Boarding for disabled students and staff 	Dec 2012	S. Adlem	Improved facilities