

SWANMORE COLLEGE OF TECHNOLOGY Disability Equality Policy

1. Ethos, Vision & Values

Swanmore College is committed to ensuring equal treatment of all its employees, pupils and any others involved in the college community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The college will not tolerate harassment of disabled people with any form of impairment and will also consider the needs of young people who are carers of disabled parents.

See also the following policies:

- Special Educational Needs Policy
- Anti Bullying
- Equal Opportunity Policy
- Racial Equality Policy
- Complaints Policy

1.1 What do we understand by “disability”?

“Disability is 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” (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

For other definitions see the Disability Rights Commission website or the SEN Code of Practice

The college understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The college recognises that social, educational and behavioural difficulties are part of this definition.

1.2 College Strategic Priorities

The Strategic Priorities are as follows:

- To further develop the organisational structure and environment to ensure roles and responsibilities reflect high quality learning and teaching
- To meet the principles of Every Child Matters
- To continue to develop effective professional learning at all levels and for staff within the college by providing a clearly defined structure that ensures continued professional development
- To continue to develop and refine the college's self evaluation model to enhance the quality of learning and teaching
- To promote independence of learning for pupils and staff through the ethos and culture of a E-confident environment, contributing to partnerships with all stakeholders (parents, pupils, local community, local government)
- To develop, expand, and embed links within the wider community to ensure collaboration and the extended school and Enterprise Education principles are embedded.

1.3 Strengths & Developments

a) Recruitment of employees with disability

- On appointment all staff have to complete a health questionnaire which indicates any disability
- Disabilities which arise when in post are recorded. Opportunities for discussion are afforded through Line Management meetings and IIP and PM meetings provide opportunities for discussion too.

Recruitment

- All information states clearly that the college is an equal opportunities employer and welcomes applications from disabled people. This will continue to be monitored.

Promoting awareness

- The college will continue to seek information from staff in a sensitive way through confidential surveys to ensure that all staff are aware of their opportunity to disclose a disability in order to protect their rights and further develop access and accommodation for their disability.

b) Educational opportunities available to and achievements of disabled pupils

Range of disabled pupils attend the college

The following groups or individual disabilities are to be found in pupils at the college

- Learning impairments- General Specific – eg dyslexia
- Physical
- Sensory Hearing Impaired/Visually impaired
- Long term health problems eg chronic fatigue and severe allergies
- BESD including-

Language and communication difficulties
ASD
ADHD/ADD
OCD
Mental Health Problems

Collection of information

- At present the college collects data from admission forms/feedback/data.
- The college will consider ways in which it collects information on disability with regard to new pupils. The college however, recognises that this is a sensitive area and that parents and pupils may not wish to indicate that the parent or pupil has a disability.
- Currently information is obtained through contact with the previous college eg invitation of SENCO to Annual Reviews, interviews with parents and information via other external agencies eg Social Services. EP service, Welfare Assistant, and the Educational Welfare service.

Opportunities for pupils to raise issues related to their disability are available through:

Key workers
Counsellor (ELSA)
Welfare Assistant
Pupil Support Managers
Tutor
Child Protection staff
SENCO
Heads of House
Leadership
Parent Support Advisor

Data Collection and Monitoring of information related to the satisfaction of disabled pupils

Annual analysis of SEN/disability results
Analysis via NEO/Highlander/ KS2/3 and GSCE data
In-class observation forms completed by TAs
Lesson observation
Pupil Surveys
College Council

Transition, trips extra curricular activities, work experiences and careers

Transition

Learning Support arranges meetings with KS2 and post 16 colleagues for pupils on the SEN register and for any other pupils with complex needs or disabilities

Trips and extra curricular activities

Pupils with disabilities have access to trips and extra curricular activities in line with all other pupils in the school

See also Off Site Activities
Individual Risk Assessments may be undertaken (see Learning Support for details)

Work Experience

Pupils with disability have equal access to work experience
Assessment of risk is undertaken by Solent Skillsquest

Careers

Pupils with disabilities have equal access to careers information and activities; to Connexions personnel and to vocational opportunities

Developing further inclusive practices

The college will further develop inclusive practices by working with staff including staff, pupils, parents and other community users, through staff meetings and other INSET opportunities to raise awareness of a range of disabilities,

Developing the community aspect further

The college will ensure that its community programme is accessible to a wide a range of community users as is possible and is compliant with the DDA

Developing further opportunities for consultation and discussion

The college is committed to developing opportunities for consultation with all groups including those who are disabled through the use of such things as Pupil Voice, and Satisfaction Surveys

2. The Duty Of Swanmore College

The college will actively seek to:

- promote equality of opportunity for disabled persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

3. Meeting the Duty

This policy provides a framework for integrating disability equality into all aspects of college life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our college.

Access to the Curriculum

- The college endeavours and will continue to ensure that all pupils, regardless of disability, have access to a broad and balanced curriculum as is appropriate to their needs
- Alternative courses are offered at local colleges
- Application for Access Arrangements are made for all those needing these arrangements
- Alternative methods of recording information are made available to pupils requiring this (eg tape recorders/lap-tops)

Physical environment

- See Accessibility Plan

Provision of Information

- Information about the college is provided through the college prospectus, website, the school profile and newsletters

4. The Governing Body -

- All parents including disabled parents/carers/community members are invited to become governors
- Governing body proceedings and minutes are made available
- Governors are able to represent the views and concerns of parents at governors meetings and bring up such things as items of correspondence
- Initial contact is made with parents through the College Prospectus and through a letter from the Chair of Governors in the induction pack

5.1 Removing barriers –See the College’s Access Plan

5.2 Disability in the Curriculum, including teaching and learning –

- The PSHE curriculum, in particular provides opportunities for pupils to learn about people with disability
- Learning to Learning encourages pupils to consider the differences between themselves and others
- Extra transition arrangements are made for pupils with disabilities

6 Reviewing/Monitoring

The college will use any information gathered to further improve the outcomes and satisfaction of people with disabilities

A Disability Scheme as part of a Single Equality Scheme will be developed across the next two years as guidance is received.