
Disability Equality Action Plan

The following action plan outlines what will be achieved in over the next three year with regards to meeting the Disability Equality Duty. We will review this each year.

Vision and values

At FreshSteps we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At FreshSteps, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

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According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

Gathering and using information

FreshSteps will gather information on disability equality as part of our collection of evidence for the School Development Plan and during the self-evaluation process. This information will be used to set and review our disability equality objectives.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using FreshSteps services should be involved in the production of the Disability Equality Scheme. FreshSteps will consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Examples of involvement

Consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

Employment

As an employer FreshSteps will ensure that we eliminate discrimination and harassment in our employment practice and actively promote disability equality within our workforce. We will ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.

Bullying and harassment of staff will be monitored and appropriate action taken to address and eliminate it.

NOTE: The Disability Rights Commission Code of Practice lists key employment issues that are usually the most common ones to be considered, FreshSteps will consider the following:

- Flexible working arrangements
- Sickness absence
- Redundancy selection criteria
- Emergency evacuation procedures
- Procurement of equipment, IT systems, software and websites
Information provision
- Employee training and development
- Employee assistance schemes offering financial or emotional support.

The Local Authority is a Disability Symbol user, which means we have made five commitments as an employer:

- 1 a guaranteed job interview for those who meet the essential requirements for a job
- 2 to consult disabled employees regularly
- 3 to keep employees if they become disabled
- 4 to improve the knowledge of employees about disability and to check progress each year, plan ahead and let employees know about progress and future plans

The school will take medical or specialist advice where appropriate; ensure that all reasonable adjustments are made to allow new and existing staff with disabilities to work effectively within the school.

Making things happen

Disability Equality Action Plan

In order to ensure that action is taken to meet the Disability Equality Duty, FreshSteps has drawn up an action plan to make things happen. This action plan will be re-shaped in consultation with disabled people as outlined in the previous section.

This may include some of the good practice examples below:

- Promoting equality of opportunity between disabled people and other people.
 - ❖ Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - ❖ Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - ❖ Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report. Take action against offenders.
 - ❖ If a number of incidents have been prevalent within a particular year group, use tutor time, mentoring sessions or assemblies to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.

Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

Accessibility Action Plan

Also our accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

Assessing the Impact of our policies

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We will review existing and proposed policies. The programme to review the impact of policies is contained in our action plan.

DES/AP

AIMS

- ❑ **To increase the involvement of those with disabilities in deciding action that impacts upon them**
- ❑ **To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information**
- ❑ **To evaluate and report to parents on the success of the action plan in meetings its targets.**

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Function [Year One](#)

	Action	Outcome	Monitoring	Lead Person
Encourage participation Pupil Voice and Participation	Establish Student leader group	A representative group of disabled pupils and adults will be put in place to lead and review DES		Student leader
Promote equality of opportunity between disabled people and other people Staffing- safer-recruitment and professional development	Establish disability population of school staff. Ensure that recruitment advertisements and practices do not discriminate against those with disability, and indicate a willingness to employ and retain	Establish diversity of workforce: analyse & identify areas for improvement. Safer-recruitment training for lead person	Monitoring to take place after each meeting. Analysis report to be produced two weeks after all satisfaction surveys received.	DA
Promote equality of opportunity between disabled Pupils and other Pupils Pupils-Personal Development, Attainment/achievements and Progress	Review data in school on disability of children. Recruit SEN staff Ensure pupils achievements are celebrated widely alongside their peers without disabilities. Ensure all teaching rooms have access to IT and interactive teaching WB	Establish data profile and identify gaps. Plan additional data gathering measures to inform achievement monitoring. Achievement day celebrations, display of work etc. In Place Improve IT accessibility for maths and science rooms	Monitoring through book scrutinise to ensure achievement is being promoted.	DA
Increasing the extent to which disabled pupils can participate	Monitor procedures for marketing & admitting students relating to accessibility. Increase access to the Curriculum	Review advertisements. Deployment of adult and peer support. Buying of adjustable workbenches, chairs and laptops for SEN students. Effective access to specialist advice and support. Review how the Curriculum supports awareness of positive attitudes, towards, disability.	Ensure equipment and other resources are available to ensure accessibility	DA
Date: August 2015				

FreshSteps – Disability Equality Scheme Action Plan 2015 – 2018

Increasing the extent to which disabled pupils can participate	Increase access to the Curriculum			
Improving the physical environment of school	Signage, colour contrast. Wide doors for wheelchairs lifts to 1st floor, disabled toilets, washing and changing facilities. Ramps and push button entry system. Non slippage floor coverings	Provision s already in place	Ensure environment provides health & safety for all	DA/Centre 14
Increase access to written materials	Improving delivery by handouts, timetables worksheets, school websites, letter, information about school events through the use of Braille, large print, in simplifies language, audio tape, video tape, sign language, symbol system.	Ensure that increasing access to information maybe improved for particular groups of pupils by particular approaches. Ensure preferences by pupils or their parent/Carers are taken into account.	Introduce teacher2 parent texting and email service to parent to keep them informed with school life.	Admin/TA
FUNCTION YEAR TWO	Action	Outcome	Monitoring	Lead Person
Analyse FreshSteps staff data and identify any action to be taken where unjustifiable patterns are revealed.	Promote equality in Disability for both Staff and Students, by raising awareness via meetings with Head of School/senior management.	Support and awareness for all to provide a conducive happy teaching and learning environment.	Monthly meetings with staff	DA
Monitor procedures for marketing & admitting students relating to accessibility, assistance and support	Ensure with Centre 14 tenants association the up keep of disability lift, toilets and doorways.	Staff and students can move freely through the centre with easy access	Monthly tenant meetings with all in Centre 14.	DA
Equality through employment	Check job advertisements/job descriptions not unfairly discriminatory and ensure that application forms are easy to use if a person with a disability has a particular need.	Ensure access to computer and e-mailing system and application forms are differentiated as and when needed.		DA
Identify students willing to actively participate in formulating details of Disability Discrimination Scheme	Actively encourage participation	Through PSE Lesson and Enrichment days.	Curriculum calender	DA
Promote positive attitudes towards disability by encouraging support of events run by disabled students.	Research and advertise events with the community	Continue to be part of Olympics 2012 GET SET network and Paralympic values.		DA

FreshSteps – Disability Equality Scheme Action Plan 2015 – 2018

Involve those with disabilities in the decisions affecting strategy, location, design and maintenance of the environment and the services and products offered within it by involving them in review of plans prior to issue.	Establish a working party to develop involvement of those with disabilities within the school. Fundraising events	Staff/ students to attend meetings with HT with regards to changes to environment at Centre 14	Ensure that Disability guidance are followed and at the forefront of any changes	DA
FUNCTION YEAR THREE	Action	Outcome	Monitoring	Lead Person
Evaluate the working environment, and ensure that disabled staff, students and visitors are not prevented from access to working and recreational areas	Establish any areas which are not accessible to disabled staff and students	Ensure lifts and ramps and free from obstruction daily	Centre 14 caretaker to monitor daily	DA
Identify staff training and development courses which may be of interest to teaching and admin staff in their day to day contact with those needing additional support – e.g. IT,	Training days, staff sent on appropriate courses (inset) Through train to gain. AQA CPD	All staff to have ICT training to level 2 certification	ICT teacher to run weekly sessions	MD
Promote positive attitudes towards disability by encouraging support of events run by disabled members of FreshSteps	To encourage participation focus on London 2012 Paralympian's	Attend events. Projects within SMSC		
Evaluate the working environment, and ensure that disabled staff, students and visitors are not prevented from access to working and recreational areas	Ensure all ramps and doorways give easy access to wheelchair users or users of other disabilities.	Lifts ramps and doors free from hazards objects. The working environment is laid out to ensure easy access for all.		

Check list for FreshSteps staff

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as Tutor time?
- Does the school take part in annual events such as Bullying awareness week to raise awareness?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events, which parents or carers attend, held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats, which are accessible if required? Is everyone aware of this?

Some things in this action plan are still being up-dated although priority attention has been put in place for access (building and the environment) the curriculum health and safety and safeguarding Please refer to disability plan and Ofsted inspection visit report.

