



Disability Equality Scheme and Accessibility Plan (2013-2015)

Table of Contents

1. **College Ethos, Vision & Values**
 - 1.1 Disability Equality Mission statement
 - 1.2 Background
 - 1.3 College's Strategic Priorities
 - 1.4 Strengths & Weaknesses
2. **The General Duty**
3. **Specific Duty- How we will meet the General Duty**
 - 3.1 Involvement of Disabled People in Developing the Scheme
 - 3.2 Developing a voice for disabled students, staff and parents/carer
 - 3.3 The Governing Body
 - 3.4 Removing barriers
 - 3.5 Disability in the Curriculum, including teaching and learning
 - 3.6 Eliminating harassment and bullying
 - 3.7 Reasonable Adjustments
 - 3.8 College Facility Lettings
 - 3.9 Contractors & Procurement
 - 3.10 Information, Performance and Evidence
 - a. Student Achievement
 - b. Learning Opportunities
 - c. Admissions, Transitions, Exclusions (including SEBD)
 - d. Social Relationships
 - e. Employing, promoting and training disabled staff
 - 3.11 Impact Assessment
 - 3.12 Reviewing/Monitoring

Appendix 1 DES and Accessibility Action Plan

Appendix 2 Review of previous DES and Accessibility Action Plan

1. School Ethos, Vision and Values

1.1 Disability Equality Mission Statement

At Westwood we are committed to ensuring equality of opportunity for:

students with disabilities in relation to education and associated services;

staff with disabilities in relation to employment rights, conditions and opportunities;

and all parents and members of the local community with disabilities in relation to additional services offered by or at our college.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our college.

In particular, the achievement and participation of students and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments in relation to teaching and learning and wider aspects of college life to make sure that the educational environment is as accessible as possible.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both students and their parents and access to the college buildings, its facilities and amenities for all.

We will seek to foster a positive response to disability among all members of our college community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

At Westwood, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.

The Disability Equality Duty (DED)

Background Information

Definition of disability

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

The Disability Discrimination Act of 2005 has extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This general duty is also known as the Disability Equality Duty (DED).

A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle. This is the substance of the rest of this document.

The Disability Equality Duty (DED)

1.2 Westwood's Strategic Priorities

Westwood College is committed to achieving a level of excellence which ensures the success of every student. Ensuring the success of every student requires students who are responsive to learning, staff who are committed to the success of all students, and all parents to be supportive of the educational process.

Mission Statement

To enable students to achieve their full potential and become equipped to lead a successful adult life

College Aims

To encourage students to grow to their full potential and to develop confidence and pride in their achievements, so they can achieve emotional and economic well-being

To promote a culture of high expectations amongst the whole college community so that students can make a positive contribution to society

To provide a broad and balanced curriculum enabling all students to follow an appropriate pathway which helps them to develop as lifelong learners

To give all students equal opportunities so that they receive access to high quality education, regardless of race, gender or disability

To encourage students to develop and maintain positive relationships and reasoned, informed attitudes, values and beliefs

To foster links with our community and beyond and to promote a tolerance of different beliefs and cultures

To enable students to explore their spiritual, cultural and moral development

To encourage students to make healthy choices in relation to their lifestyle

1.3 Strengths & Weaknesses

Westwood recognises that it has both strengths and weaknesses upon which to improve to ensure that all students, staff, parents, visitors and volunteers are not discriminated against due to their disability.

Strengths	Weaknesses
Academic mentoring	Additional involvement in extra-curricular activities required
Pastoral support system and staff	Identification of disabled parents / carers
Physical environment	Physical environment

Accessibility	Accessibility
Timetabling of students to accessible classrooms where required	Further promotion of disability awareness in the curriculum required
Sensitivity in which the college address the issue of disabilities	Special resources available i.e. height adjustable cookers, physiotherapy rooms.
Consultation with external agencies	
College literature asking about disability / promoting the welcoming nature of the college	
SEN staff and resources	
College counselling provision	
Communication via website / newsletters	

2. The General Duty

The production of this disability equality scheme provides us with 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.

3. The Specific Duty

3.1 Involvement of Disabled People in Developing the Scheme

Westwood has consulted disabled students, staff, parents and disabled members of the community who may use the college facilities, through:

- involvement on focus groups
- involvement of the student council
- inviting student's from the local Special Schools to visit the site
- communication in the college newsletter
- consultative staff and student questionnaires
- consultation with external agencies i.e. Moorlands District Access Group and Staffordshire Moorlands CVS

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We continually review the results of these consultations and take into account the views expressed and include these in the action plan (see Appendix 1). Examples of appropriate adjustments already made by the college are:

- Ramps provided into both buildings
- New lift giving access to all floor levels in Old Hall
- Substantial investment into ICT provision including ground floor rooms and Learning Resource Centre
- Disabled students timetabled appropriately i.e. ground floor classrooms
- Consultation with parents of disabled students several years prior to admission to begin planning arrangements
- Additional SEN Learning Support Assistants provided

The focus groups will meet on a regular basis, no less than annually, and individuals will continue to be consulted, to further develop the action plan and to monitor the action taken by Westwood in progressing the action plan.

College records identify all students with SEN and/or a disclosed disability and records of their progress are kept. Any individual feedback from students, parents or carers regarding specific actions taken to involve students and the outcomes that have been achieved are recorded on the student's file.

Westwood recognises that students with a disability may face a range of barriers and discrimination. We will, wherever possible, endeavour to remove any barriers to disabled students, even if this means treating the student more favourably. Westwood does not tolerate discrimination or bullying on the grounds of disability. This is included in our Anti-bullying and Equal Opportunities Policies.

3.2 Developing a voice for disabled students, staff and parents/carers

Westwood is committed to involving disabled students, staff, parents and carers in review meetings of this policy. The focus groups developed under section 2.1 will meet on a regular basis, no less than annually, and individuals will continue to be consulted, to further develop the action plan and to monitor the action taken by Westwood in progressing the action plan.

3.3 The Governing Body

All nominations received to become a member of the Governing Body of Westwood are treated equally. Disabled representatives are welcomed and proceedings are made accessible. The Parent Governors are accessible to all parents and their contact details are made available. Regular articles in the college newsletter clarify the Governing Body's role and explain how it contributes to the life of the college.

3.4 Removing barriers

Westwood continues to be proactive in removing barriers to disabled students and members of the community that may wish to access the college's facilities (see College Disability Access Plan). Action already taken includes:

- Ramps
- Investigation into feasibility of chair lifts

- Lift installed at Old Hall providing access to second floor
- Resources in enlarged print
- Availability of college literature in different formats when requested
- Changes to the timetable to ensure accessibility
- Specialist equipment made available to staff / students
- Disability awareness training is made available to staff on a regular basis.

3.5 Disability in the Curriculum, including teaching and learning

Westwood encourages positive attitudes towards people with disabilities. Westwood staff are aware of our disabled student's needs and make adjustments to their resources and teaching styles of these students wherever required.

Westwood acknowledges Disability in the curriculum as a weakness and aims to make improvements by raising the profile of disability issues in the curriculum through our PHSCE course and by the promotion of Disability Discrimination Week.

3.6 Eliminating harassment and bullying

Westwood's harassment and bullying policy is explicit in how discrimination, bullying, harassment of disabled children and adults will be dealt with.

3.7 Reasonable Adjustments

Where a reasonable adjustment is made the relevant focus group or individual will be consulted in order to assess its effectiveness.

3.8 College Facility Lettings

Westwood makes facilities and resources available on a lettings basis to all members of the community. Where possible requested facilities will be made available on the ground floor and additional reserved parking will be provided.

3.9 Contractors & Procurement

Contractors and procurements from Staffordshire County Council's approved lists are covered by the County Council's DES.

In addition, the catering staff at Westwood promote that a range of foods e.g. vegetarian, gluten/wheat/dairy free are available to students to pre-order.

3.10 Information, Performance and Evidence

a. Student Achievement

Assessment data is recorded for all students achievements including those with SEN or a disability. In addition, IEP's include information relating to students' SEN or disability. The IEP'S are accessed electronically through the SPC system and are updated immediately information is obtained. All teaching staff up-date the progress on a termly basis. An SEN register is maintained and updated no less than every half-term. Records are kept that show individual assistance that each student is receiving and procedures are in place to map and assess provision (i.e. 1:1 or in-class support). Annual reviews of students with

SEN and disabilities are conducted and include meetings with parents, staff and external agencies as required e.g. Visually Impaired Advisor.

b. Learning Opportunities

There are Increased Flexibility programmes with the local college for those who request or are chosen for this. Students with SEN or disability have regular meetings with the Connexions team in college. The college works closely with the students to prepare and support those with SEN requirements and disabilities through work experience opportunities. Westwood follows the information and guidance given by external agencies.

c. Admissions, Transitions, Exclusions (including SEBD)

Students with disabilities are not over represented in our exclusion figures. Student admission forms ask parents/students in a sensitive manner to disclose any disability in order to enable Westwood to aid disabled students to make the most of their time with us. The Deputy Head (Director of Student Services) discusses each new intake with the feeder schools, Senior Learning Mentors and SENCO and ensures that all staff are aware of individual needs. Any students with particular disabilities are invited with their parents to take a tour of the college and meet with the Deputy Head (Director of Student Services), and a representative from the relevant external agency if appropriate, to discuss their individual needs so that appropriate transitional provision can be put in place.

d. Social Relationships

All students are integrated into tutor groups. Classrooms are available at break and lunch times for social interaction. Some students choose to spend these times in the SEN attic rooms with staff. Westwood acknowledges that it is difficult to monitor social relationships at lunch and break-times although this is done within the SEN area. Senior Learning Mentors / Tutors monitor the social interactions within their House.

e. Employing, promoting and training disabled staff

Westwood is an equal opportunities employer that has a staff that is representative of its local community. In line with Staffordshire County Council's recruitment and selection procedures, we operate an interview guarantee scheme for any disabled applicant meeting all of the selection criteria. Candidates invited to attend for interview are also asked if they have any special requirements that will enable them to attend.

3.11 Impact Assessment

Impact assessment will take place following any action taken using the form provided by Staffordshire County Council's Equalities Team.

Westwood will continue to monitor each of its policies and procedures upon review and will consider the DED at each stage of the process.

3.12 Reviewing/Monitoring

The action plan will be reviewed by the Senior Leadership Team and monitored by the Focus Groups no less than annually.

Action will continually be taken to increase the number of disabled students, parents / carers and members of the community who are involved in the focus groups.

This Disability Equality Scheme will be reviewed and publicly commented via the college website each year and will be revised every three years.

Senior Member of Staff Responsible: Clarissa Williams
Designated Member of Staff: Jackie White
Governor Responsible: Mandy Bennett

ADOPTED BY THE GOVERNORS ON: May 2013
POLICY REVIEW DATE: May 2015

Disability Equality Scheme and Accessibility Action Plan 2013 - 2015

Appendix 1

Aims

- a) To increasing increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) 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
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates	Annual survey of students and staff.	J Reader	On-going	R Hey
	Focus groups established and regular meetings arranged to become systematic	D Lyons	2012-ongoing	R Hey
Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	Procedure for monitoring the implementation of reasonable adjustments in place. Data base to record these to be established.	J White	ongoing	D Lyons
Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	Procedure for monitoring the implementation of reasonable adjustments in place.	J White	2012-ongoing	R Hey
	Annual report to Governors.	J Reder	On-going	Governors F&HR Committee
Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Published annual report on progress made via Westwood News.	J Reader	On-going	R Hey
Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation	Targets agreed and included in the College Development Plan and Asset Management Plan	R Hey	On-going	K Hollins
	Costings agreed for budgetary purposes			

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Increase access to the curriculum by:	<p>Raise awareness in assemblies</p> <p>Re-write PHCSE schemes of work</p> <p>Raise awareness with Heads of Department</p> <p>Staff awareness and training.</p> <p>“Outsiders days” to raise awareness and involve disabled students and adults from the community.</p>	<p>D Lyons</p> <p>G Partington</p> <p>R Hey</p> <p>J White</p> <p>G Partington D Morgan</p>	<p>On-going</p> <p>2013-2014</p> <p>2013-2014</p> <p>2012- On-going</p> <p>2012-ongoing</p>	<p>D Lyons</p> <p>Line manager</p> <p>K Hollins</p>
Increase access to the physical environment by:	<p>Audit of provision to be an ongoing process.</p> <p>Any short-fall addressed in Asset Management Plan</p>	<p>M Clewes</p> <p>K Hollins</p>	<p>2012-ongoing</p> <p>On-going</p>	<p>D Harris</p> <p>Governors F&HR Committee</p>
Increase access to written materials by:	<p>Raising awareness in departments</p> <p>Subject IEP’S electronically produced to all staff who teach the students. Staff to complete as part of the SPC cycle. To implement to the 6th form.</p> <p>Provision mapping</p> <p>Updates given after consultations with students, parents and SENSS advisors.</p> <p>Audit of current provision and then address the short-fall is ongoing</p> <p>Actions taken written into all departmental SEF</p>	<p>Progress Partners</p> <p>J White</p> <p>Head of Department</p> <p>Head of Department</p>	<p>2012-ongoing</p> <p>2012-ongoing</p> <p>September 2012-ongoing</p> <p>2012-2015</p>	<p>R Hey</p> <p>D Lyons</p> <p>Line manager</p>

Review of Disability Equality Scheme and Accessibility Action 2010 - 2012

Aims

- a) To increasing increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) 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
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Outcome</u>	<u>Timescale</u>
Collaborate with local mainstream and special schools to agree on action to support those in the school community with a disability in line with DDA duties.	Joint meetings arranged and attended.	Dyspraxic awareness training given to pyramid SEN group. Visits to the local special school Horton Lodge and help with assessment from their liaison officer.	
Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties.	Disability awareness planned and delivered to lead person Disability awareness provided to whole school	Autistic Outreach team to do training for whole school. Training of SEN staff Further specialists to be involved in whole school training.	
Establish a working party to develop involvement of those with disabilities within the school community and beyond	A working party established and meetings undertaken	A student working party established and meetings undertaken. A parent working party established and meetings undertaken. Now need to increase local community involvement	
Undertake audit of school policies and procedures to establish baseline of present level of disability discrimination	Audit undertaken	Audit undertaken and baseline of present level of disability discrimination undertaken	

<u>Action</u>	<u>Success criteria</u>	<u>Outcome</u>	<u>Timescale</u>
Agree targets in three key areas and ensure that these are included within the College Development Plan and that resources are identified to ensure their implementation	<p>Targets agreed and included in the College Development Plan and Asset Management Plan</p> <p>Costings agreed for budgetary purposes</p>	<p>Ongoing</p> <p>On-going</p>	
Increase access to the curriculum by:	<p>Raise awareness in assemblies</p> <p>Re-write PHCSE schemes of work</p> <p>Raise awareness with Heads of Department</p>	<p>Completed.</p> <p>Staff awareness and training delivered.</p> <p>“Outsiders days” taken place to raise awareness and involve disabled students and adults from the community.</p>	
Increase access to the physical environment by:	<p>Audit of provision</p> <p>Short-fall addressed in Asset Management Plan</p>	<p>Yellow lines, lighting, signage undertaken and monitored.</p> <p>Disability Access building project is ongoing.</p>	
Increase access to written materials by:	<p>Raising awareness in departments</p> <p>Audit of current provision and then address the short-fall</p> <p>Actions taken written into departmental SEF</p>	<p>Care plans and Subject IEP’S to all staff who teach the students now part of the SPC.</p> <p>Updates given after consultations with students, parents and SENSS advisors.</p> <p>Actions taken written into some departmental SEF</p>	

<u>Action</u>	<u>Success criteria</u>	<u>Outcome</u>	<u>Timescale</u>
Agree and formalise systematic procedures that collect views of reasonable adjustments by students with a disability, their parent and advocates	Annual survey of students and staff. Focus groups established and regular meetings arranged.	These are established / on-going	
Agree and formalise systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	Procedure for monitoring the implementation of reasonable adjustments in place.	Established / on-going	
Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	Procedure for monitoring the implementation of reasonable adjustments in place. Annual report to Governors.	On-going	
Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Published annual report on progress made via Westwood News.	In place and ongoing	