

THE DISABILITY EQUALITY POLICY

INTRODUCTION

A Salesian education is an avowed commitment to the welfare of all our pupils to allow them through what we call “loving kindness” to have the opportunities to feel fulfilled and to flourish; to become the best person they can be. It is a commitment to the affectionate goodness with which a young person feels loved. "The Salesian educator is modelled on the gentle St. Francis of Sales," explained Don Bosco. This policy reflects how the College is committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the College, irrespective of disability. Aligning with our Salesian identity we aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. This policy and the accompanying action plan sets out how we will ensure equality of opportunity for disabled people in line with and using guidance from the Disability Discrimination Act 2002 and the Equality Act 2010.

The College seeks to ensure access to education for disabled pupils and staff in three ways by:

- Increasing the extent to which disabled pupils and staff can participate in and deliver the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils are able access the educational provision and associated services offered by the College which staff can carry out their work effectively;
- Ensuring that disabled pupils and staff can access, read and understand all relevant information.

At Salesian College we work actively to promote equality and foster positive attitudes and commitment to an education for equality. A clear focus on the wellbeing of the people of our community and how they progress is a clear focus of our development plan which states, “We will ensure a person-centered approach in all we do, viewing all as true individuals and placing their well-being above all else”. We do this by:

- Removing barriers to achievement;
- Working collaboratively with disabled people in order to elicit their feedback;
- Ensuring staff have the necessary skills to support disabled pupils;
- Ensuring recruiters treat all applicants equally.

The College will monitor the quality of the information it currently holds about disabled pupils, staff and parents so that any necessary adjustments can be made to enable them to fulfil their potential. Members of the College community will be encouraged to disclose their disabilities by explaining why the information is required and reassuring them about confidentiality.

The College will review the impact of the policy on disabled pupils and staff by monitoring their academic and social development regularly. The College as part of its regular cycle of engaging with the community will use feedback from disabled members of the community to inform future plans and amend practice and policy where necessary. Support and guidance for staff including engagement with external agencies and as part of our Inset provision will aid and assist the important work staff do in assisting all members of our community including those with any recognised disability.

IMPLEMENTATION

The College encourages all pupils to access every area of the curriculum and to participate in trips, events and other activities. The College recruitment process does not differentiate between disabled and other applicants. Disabled applicants are actively encouraged to attend interview if they meet the minimum criteria.

All disciplinary issues are dealt with in line with the College's Behaviour and Discipline and Bullying policies. Incidents involving disabled pupils are reviewed to ensure that where possible there is no repetition in the future. The PSHE programme will highlight issues relating to disability discrimination to help pupils develop an understanding and tolerance of the issues involved. The College Inset programme to staff also accommodates the diversity of staff need including awareness of how to manage and fully support the range of needs of all pupils.

ACCESSIBILITY PLAN

The policy incorporates an accessibility plan which is used as the action plan. The policy will be included in the staff handbook and be available on request from the Bursar's Office. This plan sets out the steps to implement the scheme. The priorities are:

- Information gathering about individuals
- Improvements in access to the curriculum and employment
- Physical improvements to increase access to education and associated services
- Improvements in the provision of information in a range of formats for disabled pupils

The College has made the following reasonable adjustments and adaptations to buildings and the curriculum for the disabled:

- Wheelchair access to several buildings;
- Alterations to the timetable to accommodate students and staff with disabilities;
- Provision of specialised software.
- One Page Profiles for all SEND pupils detailing adjustments that can be made to support classroom learning

**SALESIAN COLLEGE'S DISABILITY EQUALITY AND ACCESS PLAN: ACADEMIC CYCLE
2022-2025**

The results of Salesian College's audit will be used to continuously monitor the policy and will be used to inform the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Part 1 Quality of education provided (teaching) 3(J)	does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
Part 3 Welfare, health and safety of pupils (16a)	Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled
Part 3 Welfare, health and safety of pupils (16b)	appropriate action is taken to reduce risks that are identified.

Accessibility Plan Content

Commentary on Regulatory Requirements 427 suggests that there ought to be a 3 year plan with time scales which highlights how the school intends to:

- Increase the extent to which disabled pupils (incl those with SEN) can participate in the school's curriculum
- Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated service offered by the school

The Disability Equality and Access Plan has four inter-linked elements:

- **Information gathering**
- **Improvements in access to the curriculum and employment by:**
 - Providing for all pupils a curriculum that is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
 - Ensuring staff recruitment procedures provide equal opportunities.
- **Physical improvements to increase access to education and associated services by:**

- Ensuring that all College buildings and grounds are fully accessible to pupils and staff with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the College can be fully accessed by all pupils.
- **Improvements in the provision of information in a range of formats for disabled pupils by:**
 - Providing for all pupils, information about the College and its curriculum in a format that takes account of any disabilities.

Information gathering

Planning	Targets and <i>Strategies</i>	Responsibility	ISI Regulatory Standard met	Timeframe	Outcomes
Short Term	<p>To profile the needs of all members of the community</p> <ul style="list-style-type: none"> • <i>Staff Medical Questionnaire</i> • <i>Admissions Form</i> • <i>iSams Check with medical information</i> • <i>Staff part of recruitment/HR engagement</i> • <i>Parents reminded to notify College of changing needs and pupil profiles created for staff</i> 	<p>HR Manager (Staff)</p> <p>Deputy Head (Pupils)</p>	3 16(b)	31 Dec 2022 and on going	The range of disabilities in the College community identified.
	<p>To review the plan to address issues raised in the data/information gathered</p> <p>Regular meetings with Dep Head and supplementary reports to Governors</p>	HR Mgr and Deputy Head	3 16(b)	On-going	Necessary adjustments identified.
Medium Term	<p>To gather feedback from Heads of Dept re the lived experience of pupils with disabilities</p> <p>To use the staff forum to gather feedback about staff experience</p>	<p>Senior Dep Head</p> <p>Assistant Head (PD)</p>	1 3(J)	On-going	Access to all aspects of the College gradually improved for disabled people.

Improving access to the curriculum and employment

Planning	Targets and <i>Strategies</i>	Responsibility	ISI Regulatory Standard met	Timeframe	Outcomes
Short Term	To monitor pupils' achievements in the assessment cycle to monitor overall achievement	Senior Deputy Head	1 3(j)	On-going	Disabled pupils achieve their full potential with no barriers to engagement.
	To ensure all teaching staff of disabled students are informed of the pupil needs. Produce on iSams on 1 page profiles Learning Support Module updated and reviewed regularly and available to teaching staff on-line	SENCO SENCO SENCO	3 16(a)	On-going	Disabled pupils are not disadvantaged.
	To ensure that disabled applicants who meet the minimum criteria are invited to interview	HR Mgr	3 16(b)	On-going	Disabled applicants are given an equal opportunity.
	To review the current curriculum to ensure that pupils experience positive role models of disabled people.	Assistant Head (PHSE) PD	1 3(J)	Termly	Curriculum includes positive perceptions of disability
Medium Term	To develop support and resources are sufficiently differentiated to support the range of pupils/staff need	SENCO/HR Mgr	1 3(J)	On-going	Needs are appropriately supported with pupil access to school life and learning.

Physical improvements to increase access to education and associated services

Planning	Targets and <i>Strategies</i>	Responsibility	ISI Regulatory Standard met	Timeframe	Outcomes
Medium Term	To improve accessibility for the College community around the site. Continual quest to improve facilities in line with DDA Survey Report conducted in Nov 2018 To undertake reasonable modifications where appropriate	Bursar	3 16(b)	On-going	College community becomes a more accessible and safer place.
	To ensure systems are in place to evacuate pupils with SEN and disabilities safely. Regular fire drills to be conducted termly Individual Personal Emergency Egress Plans (PEEP) to be issued where appropriate	Bursar Bursar Deputy Head	3 16(b)	On-going	All staff and pupils safely evacuated in the case of an emergency.
Long Term	Undertake a regular DDA audit.	Bursar	3 16(b)	2017	Audit will determine success or otherwise of actions taken in intervening period.

Improvements in the provision of information in a range of formats for disabled pupils and parents

Planning	Targets and <i>Strategies</i>	Responsibility	ISI Regulatory Standard met	Timeframe	Outcomes
Medium Term	Review and improve where relevant information to stakeholders to ensure it is accessible.	Headmaster/ SENDCO	3 16(a)	On-going	All parents receive information in a format appropriate to their needs
	Making all staff are aware of the guidance on accessible formats when required.	SENDCO	3 16(a)	On-going	Staff to produce routine information to pupils in appropriate formats.

Review of DISABILITY EQUALITY AND ACCESS PLAN

Medium Term	Review progress made in short term and medium term targets	Health and Safety Committee	All of the above	Throughout the Academic year	Ensure Plan is maintained and meets current requirements.
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Work completed over previous 5 years to improve facilities within the College includes the following:

- Supporting the ongoing training and development of SENDCO qualified to measure assess learning difficulties.
- Appointment of additional learning support staff to assist more generally throughout the College.
- Staff encouraged to develop proficiency in associated areas via access to National College and other resources.
- Staff and pupil use of iPads and Apple Distinguished school Award.

EVALUATION

- The progress of disabled pupils will be monitored in school by a range of colleagues but principally the HR Manager and Deputy Head and SENDCO
- The Senior Leadership Team will review progress of the Action Plan annually in the autumn term and the Headmaster will report to the Governing Body.
- The College will review and revise the scheme every three years.

Policy Control	
Author	Deputy Head
SLT Approved Date	September 2022
Governors Approved Date	12 October 2022
Review schedule	Triennial
Date of next review	September 2025