



Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School

DISABILITY EQUALITY SCHEME

INTRODUCTION

Our Disability Equality Scheme explains how we promote disability equality in our school.

Our Scheme covers all aspects of disability for:

- Pupils and their parents and carers;
- Staff;
- Members of the wider school community.

A helpful way to describe disability has been given by the Disability Rights Commission:

'A person is disabled if they have a mental or physical condition which has a substantial and long term effect on their ability to carry out normal day to day activities'.

Please note:

- ***Substantial*** means more than minor or trivial;
- ***Long term*** means more than one year.

INVOLVING OTHERS

In setting up this scheme, and in reviewing it, we have set out to actively and sensitively involve disabled:

1. Children and young people and their parents and carers –
By consulting with a group of year 9 pupils in Queen Elizabeth High School;
2. Disabled staff –
By talking with them individually in our own schools;
3. Disabled members of the wider community from the outset –
By consulting with the Local Access Group and with members of the community in each of our partner schools.

WIDENING OUR UNDERSTANDING AND AWARENESS OF DISABILITY

To help us in our work, we have met with the following individuals and groups:

- Representatives of each of our 'family of schools';
- Professionals from non-school settings: e.g. School Health Nurse; OH; SLT; Paediatrician; EP; GPs; SIS; CAMHS;
- Practitioners from the voluntary sector, e.g. PHAB; CAVS; MIND; SNAP Cymru; Autism Cymru; Barnado's; NCH Action for Children;

To keep people updated on our work, we use the following website:

www.amdro.org.uk

Through the direct involvement of disabled people we have: -

- Had great advice;
- Better understanding of their difficulties;
- Explored how we can help them;
- Learned how to encourage greater equality and understanding in our schools.

However, we recognise that as a family of schools, we have not been able to gain a full understanding of the needs of all disabled people. We are always open to ideas and suggestions on this.

OUR POLICIES AND PRACTICES

We have looked at the effect of our policies and practices on disabled people in terms of:

1. Recruitment and retention of disabled employees –

By considering relevant legislation, the county council's policies, our own schools' policies and our accessibility plans;

2. Professional development of disabled employees –

By making sure our Continuing Professional Development plans, our staff meetings and our School Development Plans mention this;

3. Opportunities for disabled pupils –

By making reference in our school development plans, and by encouraging full participation;

4. Celebrating disabled pupils' achievements –

By analysing individual pupil data, and by making sure that Individual Education Plans and Reviews give recognition of achievement;

5. The involvement of disabled parents/carers –

By having regular, informal meetings with them, and by making Annual Reports and Reviews accessible;

6. The effect of our policies and practices on disabled users of our school premises at other times, including disabled parents/carers –

By using visitor and parent questionnaires, reviewing our School Development Plans and Accessibility Plans.

WHAT WE NEED TO DO NEXT

Having listened to what people tell us, and having discussed among ourselves what we do, we think that the following things are working well:

- Putting into practice Equal Opportunity Policies;
- Our policies on inclusion;
- Our work with School Councils.

Based on our discussions, we think that we need to do the following to improve:

- Change our policies on recruitment and retention of disabled employees;
- Give more opportunities for professional development of disabled employees;
- Be more inclusive in offering wider educational opportunities to our disabled pupils;
- Celebrate the achievements of our disabled pupils;
- Involve disabled parents/carers more directly in the life of our schools.

OUR ACTION PLAN

We know that we cannot do everything at once. So, in order to improve, we have agreed on the following actions:

- Accessibility;
- Continuing Professional Development, including Disability Awareness and manual handling training.

We hope that the following action plan is clear in setting out:

- Each action we aim to take;
- The people responsible for taking them;
- What we hope to achieve by taking these actions;
- Making sure that we check the success of our plans with all concerned.

ACTION 1: ACCESSIBILITY AUDIT AND PLAN

Actions we aim to take:

1. Complete our audit and accessibility plan;
2. make sure that we have the funding to carry out the improvements we have identified;
3. make sure that our School Development Plans show how we aim to improve things;
4. Share these plans with colleagues, pupils, governors, parents/carers and the wider community.

This will be led by members of the Leadership Groups in each of our schools

We expect this will lead to:

Improved accessibility for all

We will check the effect of these changes by:

Consulting with all members of our school communities, as well as other professionals.

ACTION 2: CONTINUING PROFESSIONAL DEVELOPMENT

Actions we aim to take:

1. Include Disability Awareness Training in our school development plans;
2. include manual handling training in our plans;

This will be led by members of the Leadership Groups in each of our schools

We expect this will lead to:

Improved knowledge, skills, awareness and understanding.

We will check the effect of these changes by:

Consulting with all members of our school communities, as well as other professionals

-
- ***We will check the progress of each of the above by reporting termly to our governing bodies;***
 - ***We will publish our progress for all to see on an annual basis in our schools' Annual Reports.***

This Disability Equality Scheme was agreed by the Queen Elizabeth High School Family of Schools on: Monday, 18th June 2007 It was agreed by the Governing Body of our school on: 13th November 2007

Date reviewed: 4th November 2009

Next review date: 4th November 2010