

# **Kings International College for Business & the Arts**

## **Disability Equality Scheme**

### **FOREWORD**

*'Kings is fully committed to a policy of equal opportunities in relation to disability' Prospectus*

The IEB of Kings is therefore pleased to publish its first Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Disability Equality Scheme is effectively implemented and scrutinised so that we meet the expectations placed upon us by the Disability Discrimination Act. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in Kings will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves. We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality in Kings.

**Chair of the Interim Executive Board**

## 1. INTRODUCTION

### 1.1 The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission states that the “overarching goal of the duty is to promote equality of opportunity”. In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

This Scheme sets out the steps the IEB will take that will result in improved outcomes for disabled students, parents/carers and staff in all aspects of college life, in the wider community and in the non-educational services they might provide.

This Scheme builds on past work and develops this further by including:

- A definition of both disability and inclusion that is wider than special educational needs\* and applies to all vulnerable groups
- Taking a proactive approach in making reasonable adjustments
- Work with students, staff and parents/carers
- Involving the views of disabled students, their carers and staff where appropriate in identifying priority actions within the college development plan.

### 1.2 The general duty

The general duty to promote disability equality places a duty on schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- 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.

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\* the legislation includes in the definition of Special Educational Needs any student who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities  
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### 1.3 The Specific Duty

The specific duty requires a school to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. The Disability Equality Schemes should be published and last for three years with an annual review of progress.

## 2. Kings International College's Vision and Values

### 2.1 Our vision and values

- `Every member of Kings is regarded as of equal worth and importance, irrespective of ... disability and/or ability.`

Kings International College aims to:

- `Educate, develop and prepare all our students for life whatever their ability.`
- `Ensure staff and students recognise that discrimination on the basis of disability is not acceptable.`
- `Ensure the principles and practice of equal opportunities apply to all members of the college community: students, teaching and support staff, parents, governors and visitors.`

From Kings International College's Equal Opportunities policy

### 2.2 Who do we mean by "disabled people"?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects, for example, one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, Kings International College will take account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer

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- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

The number of disabled children and young people across England has been estimated as between 7% and 12%. These percentages based on Kings roll would be between 42-72 students. Although disability and special educational needs are not identical, the Pupil Level Annual School Census (PLASC) 2010 for Kings showed **X** students as having special needs met at School Action Plus or with a Statement of Special Educational Needs and at least **X** students are recorded on our medical list with significant conditions ranging from diabetes, epilepsy, kidney disorders and severe allergies. The college governing body and senior leaders collect information regarding staff and students by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The college seeks to collect this information sensitively and confidentially, while encouraging disclosure.

### **2.3 Discrimination Disabled People Face**

Disabled people are discriminated against in a number of different ways. These include

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

### **2.4 Action To Date**

Our Disability Equality Scheme will take a fundamental step in removing these discriminatory barriers for disabled people at Kings International College. The Scheme builds on what we have done already to promote equality for disabled people.

These include, for example:

- All new buildings at Kings conform to the Disability Discrimination Act 1995, including wheelchair access. Identified parking space for the disabled.
- Improved circulation routes around/inside the college buildings.
- A range of measures to support students with medical needs e.g. training staff to administer EpiPens and encouraging staff to gain a first-aid qualification.
- The Additional Needs Department holds regular meetings with representatives from all curriculum areas in order to support departments in providing for students with learning difficulties.
- Setting students according to ability in some year groups in order to deliver more inclusive teaching and learning.
- Ensuring that students with learning difficulties have full access to examinations.
- Two supervised homework evenings for students with learning difficulties.
- Involving students in delivering reading support to younger students.
- Introduction of electronic screens around the site.
- A fully accessible website.
- Liaising with external agencies to ensure support given to students is appropriate.

### **3. INVOLVEMENT**

#### **3.1 Involvement of Disabled People in Developing the Scheme**

This scheme and the accompanying action plan has been drawn up in consultation with students, parents, teaching and support staff, governors and members of the local community. Co-ordination of the scheme will be done by the college's Disability Equality Group, members of which will either have a particular disability or a specific interest in disability such as a disabled child or a responsibility for supporting disabled students. This will be a representative group and it will be chaired by a senior member of staff (Vice Principal: Leadership & Student Support). This group will monitor how the college will carry out its duties and the progress of the action plan.

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

Our attached action plan highlights a variety of ways in which we aim to develop further a voice for those connected to the college. Additional views will be sought during a variety of college activities such as Special Educational Needs review meetings, care plan meetings, student review interviews and Link Group meetings.

#### **3.3 Gathering information**

Opportunities will be made available for students, parents, staff, governors and community users to inform the college of their disabilities, and an explanation will be given as to why this information is needed. Data protection legislation will be observed in sharing this information. A range of other data will be collected in order to analyse the impact of our policies and procedures.

### **4. IMPACT ASSESSMENT**

Kings International College recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on disabled members of our college and to help us plan for the future.

- Information collected about disabled students will help us to monitor their educational opportunities and achievements.
- Information collected about disabled staff will help us to monitor their recruitment and retention.
- Information collected about disabled parents will help us to monitor their ability to support their child's education and the ease in which they can carry out day to day communication with college.
- Information collected about disabled governors will help us to monitor recruitment and retention and their ability to take a full and active part in governors' activities.
- Information collected about disabled community users of the college will help us to monitor their ability to take a full and active part in community activities.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the college's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all college policies and practices in order to achieve the college's vision of a welcoming and diverse community.

The priorities for the college's scheme will in future be set in the light of:

- an examination of the information that the college has gathered;

- the messages that the college has heard from the disabled students, staff and parents/carers who have been involved in the development of the scheme; and
- an assessment of the impact of current policies on disability equality.

## 5. Our Priority Areas identified in the Action Plan

In order to ensure that action is taken to meet the Disability Equality Duty Kings International College has drawn up an action plan to make things happen. The following examples from our action plan illustrate how we are going to take forward the general duties:

### 1. Promoting equality of opportunity between disabled people and other people.

For example:

- training for staff and governors to develop a shared understanding of disability equality
- ensuring full access to the curriculum and to extra curricular activities

### 2. Eliminating discrimination that is unlawful under the Disability Discrimination Act and harassment of disabled people that is related to their disability.

For example:

- record and monitor all incidents of bullying or harassment related to disability
- raise awareness of the needs of young carers

### 3. Promoting positive attitudes towards disabled people.

For example:

- monitor and celebrate the progress of students during celebration week
- introduce an annual prize for a student who has promoted disability equality

### 4. Encouraging participation in public life by disabled people.

For example:

- ensure all college users are aware of accessible entrances and location of disabled toilet facilities
- encourage students to take part in community service for the disabled

### 5. Take steps to take account of disabled persons` disabilities, even where that involves treating disabled persons more favourably than other persons.

For example:

- provide for all college users the opportunity to inform the college of their and/or their child`s disabilities

## 6. MAKING IT HAPPEN

### 6.1 Implementation

This Disability Equality Scheme represents the college`s vision backed up by key actions which will be carried out within the next three years. Our action plan has been incorporated into the College Development Plan. Our Access Plan has also been incorporated into these key actions.

### 6.2 Evaluation

There will be internal evaluation of this scheme by the college`s Disability Equality Group who will monitor and review this scheme termly. It will also be open to review with the school

improvement partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the School Evaluation Form.

### **6. 3 Reporting**

There will be an annual report on this scheme by the governing body demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme.

### **6. 4 Publication**

This Scheme with its action plan, and the annual report on progress, will be published on the college's website and will be available to all college users in paper format upon request, and in the form of alternative communication where necessary.

### **6. 5 Links with other college plans and policies:**

This Scheme is to be read in conjunction with a range of other college policies and plans. These include:

- College Development Plan
- Equal Opportunities Policy
- Inclusion policy
- Admissions Policy
- Anti-Bullying Policy
- Special Educational Needs Policy

### **6.6 Supporting documents**

- Disability Discrimination Act 2005, and 1995 (DDA)
- Special Educational Needs and Disability Act 2001 (SENDA)
- Removing Barriers to Achievement. The Government's Strategy for SEN DfES 2004
- Every Child Matters DfES 2003
- SEN Code of Practice DfES 2001
- The National Curriculum 2000
- The Children's Act 2004

## Disability Equality Provision – Action Plan (2010-2013)

Objectives	Activities	Target Dates
1/ To develop a shared understanding of disability equality	Training in disability equality at induction and staff meetings	July, 2011
	Training about the needs of young carers	December, 2011
	Appropriate training/information provided for members of the shadow governing body	December, 2011
	Review college documentation to ensure parents are able to provide the college with information about their child's difficulties.	June, 2011
	Provide opportunities for all college users, including parents, staff, governors, visitors, to inform the college of access needs arising from disability	September, 2011
2/ To promote disability equality in teaching and learning, the physical environment and in the information provided.	Include disability issues in all curriculum areas and in some parts of the curriculum in each year group.	July, 2012
	Make reasonable adjustments to improve the college environment (see accessibility plan), given financial constraints.	July, 2013
	Inform all college users of location of accessible entrances and disabled toilet facilities.	October, 2011
	Improve signage around the site	July, 2012
	Provide high visibility nosing on all external steps	January, 2012
3/ To promote a positive attitude toward those who are disabled.	Monitor and celebrate the progress of students with identified difficulties.	January, 2012
	Introduce an annual prize for a student who has promoted disability equality.	July, 2012
	Encourage students to support charities for the disabled and to take part in community service for the disabled.	July, 2011
4/ To provide equality of opportunity for all irrespective of	Record and monitor all incidents of bullying or harassment related to disability and the indignity suffered.	July, 2011

disability.		
	Ensure all disabled students receive information, advice and guidance in order to access appropriate routes at 14 and 16.	July, 2011
	Monitor all policies and procedures for their impact on the disabled.	September, 2012