

YSGOL  
BRYNTEG  
SCHOOL



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## Disability Equality Scheme and Disability Access Plan

Date adopted: 17<sup>th</sup> November 2016

Headteacher Signature.

A handwritten signature in black ink, appearing to be 'DWA', with a long horizontal line extending to the right.

Chair of Governors Signature:

A handwritten signature in black ink that reads 'Linda H Lewis'.

To be reviewed: in accordance with BCBC guidance



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# BRYNTEG SCHOOL

## Disability Equality Scheme And Disability Access Plan

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The Disability Equality Scheme was initially drafted in 2007 and has been revised and updated annually since.

The Access Plan was written in November 2004 and reviewed and has been revised and updated annually since

In December 2008 the Scheme, the Plan and their associated Action have been combined into a single document.

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Approved by the Governing Body  
on July 2<sup>nd</sup> 2015  
To be reviewed in June 2016

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## A. Introduction

Brynteg School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people, with any form of impairment, and will also support and protect pupils who are carers of disabled parents.

This Disability Equality Scheme sets out an approach to promoting disability equality in all and every aspect of our school's life.

Our Disability Equality Scheme embraces all aspects of disability whether this relates to: -

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

Our understanding of disability is that provided 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'.*

In this definition substantial means more than minor or trivial and the phrase long term means more than one year.

This school uses the "social model" of disability recognising that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

## B. Our Involvement of Disabled Children, Young People and Adults in the Development of our Scheme.

We will actively seek to:

- promote equality of opportunity between disabled persons and others
- eliminate discrimination that is unlawful under the 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
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

From the outset we set out to actively engage disabled:

- a. children and young people and their parents and carers.
- b. disabled staff.
- c. disabled members of the wider community.

### a. **We have involved disabled children and young people by:**

- encouraging disabled pupils to take part in the year councils and whole school council
- holding discussions in the school council on matters relating to equal opportunities
- discussing needs and expectations with parents of disabled pupils
- raising awareness of disabled people in news and assemblies
- highlighting equal opportunities issues in PSE and form period discussions and activities
- providing opportunities for private conversations regarding needs
- offering sensitive support for pupils who are carers of disabled parents
- undertaking pupil questionnaires on perceptions of learning and teaching

### b. **We have involved disabled staff by: -**

- whole school awareness raising of DDA general and specific duties
- training on disability accessibility and equality schemes
- responding to perceived needs and advice from Occupation Health

**c. We have involved disabled members of the wider community by:**

- promoting the school's commitment to becoming a disabled-friendly community
- highlighting the school's commitment to equal opportunities via the newsletter sent to parents each half term
- engendering a welcoming openness to all members of the community
- offering parents alternative means of communication and meetings
- inviting disabled people to speak to pupils in assemblies and PSE lessons
- building links with Heronsbridge School (e.g. pupils from Heronsbridge attend weekly Motor Programme sessions at Brynteg)

## **C. Extending our Disability Awareness**

To extend our awareness and understanding of disabled people and the ways in which we can promote equality of opportunity we have worked with:

### **Other schools**

- Our cluster of six primary schools
- The eight other secondary schools in Bridgend
- Heronsbridge Special School

### **Professionals from non-school settings**

- health and safety advisers
- specialist teachers and advisors from Bridgend Inclusion Services (e.g. specialist teachers for V.I., H.I. and ASD)
- Educational Psychology Service
- SNAP Cymru
- Bridgend Counselling Service for Schools

### **Other agencies**

- health representatives
- multi-agency meetings

- school Health and Wellbeing Officer
- social services

### **Practitioners from the voluntary sector**

- representatives from voluntary organisations
- support groups representatives

### **We have sustained this involvement by a range of means:**

- meetings with parents
- 1:1 meetings with the school Health and Wellbeing Officer for all parents of a child with a disability or long term illness or condition
- dissemination by the school Health and Wellbeing Officer to all teachers of specific children on their conditions and their needs
- newsletters for parents
- joint activities with pupils from Heronsbridge School
- transition activities with Year 6 pupils
- continued development of our school motor programme for pupils with Dyspraxia / DCD
- welcomed visits from other schools to observe our Motor Programme
- opening Ty Seren nurture group provision to cater for the needs of a wide range of pupils including some with disabilities
- offered training to staff on a wide range of disabilities e.g. Tourettes Syndrome, ASD, Speech and Language difficulties
- school assemblies and PSE lessons
- school visits and trial days for pupils with specific disabilities

### **We recognise that through the direct involvement of disabled people we have:**

#### **Secured invaluable advice such as**

- written communication for parents
- an awareness of mobility difficulties
- when a medical condition becomes a disability (as detailed in the Equalities Act 2010)
- necessity for discretion and confidentiality
- understanding the wide range of needs experienced by the disabled
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### **Gained a better understanding of the barriers they face such as**

- parking for those with physical difficulties
- difficulties using regular toilets
- consequences of medical conditions that have a significant and sustained impact e.g. diabetes, incontinence
- time implications for appointments and movement around a large site

### **Explored what might be done to overcome these barriers such as**

- access to a member of staff who is able to be an interpreter (using BSL) for parents with hearing impairments
- communicated with parents with a visual impairment via email for ease of access to information
- improved access to school buildings via ramps
- opportunities for conversations on sensitive issues
- provision of privacy for medication and treatment
- adapting timetables for specific pupils

### **Learned how best we might promote disability equality such as**

- awareness raising for the whole school community
- a commitment to celebrate all achievements

We recognise that as a school of more than 1600 pupils and a very large staff we need to continue to review policy and practice to ensure consistency and to secure a comprehensive understanding of all disabled people's needs.

## **D. Our Arrangements for Gathering Information on the Effect of our Policies and Practices on Disabled People**

We have examined the impact of our policies and practices on disabled people in terms of our:

- Recruitment of disabled employees
- Retention of disabled employees
- Development of disabled employees
- Opportunities for disabled pupils
- Disabled pupils' achievements
- The involvement of disabled parents/carers

**In terms of:**

**The recruitment, retention and development of disabled employees, we have looked at ensuring that**

- the whole process is fair, offering equal opportunities for all
- support is available as required
- training facilities offer appropriate access arrangements

**The opportunities available to disabled pupils and their achievements, we have**

- audited the needs of disabled pupils in the curriculum and in extra-curricular activities
- held regular review meetings with disabled pupils and their parents
- analysed our systems of recognising and celebrating the achievements of all pupils
- ensured that all disabled pupils have appropriate exam arrangements and entitlements
- informed all classroom teachers of IEPs and PSPs and ensured that the advice they contain is implemented

**The involvement of disabled parents/carers, we have engaged these through**

- preliminary discussions when pupils join the school
- seeking information about support provided at primary school
- questionnaires on the needs of pupils and their families
- liaising with specialist support agencies who link with parents

**We have also looked at the impact of our policies and practices on disabled users of our school premises at other times. This includes**

- Visitors to the school
- Parents attending evening meetings and consultations
- Adults attending evening classes run by the LEA
- Adults and young people using the sports facilities out of school hours

## **E. The Analysis of our Information and the Areas we are Targeting for Improvement**

The information that we gathered was analysed and this generated some examples of our good practice as well as key areas for improvement.

**Our areas of good practice include**

- integration of all pupils into mainstream classes and an effective inclusion policy
- a willingness to admit and retain pupils with serious or life threatening disabilities
- the quality of the individually targeted support provided by the Student Support Department
- good quality information on the needs of pupils provided to all staff
- high levels of achievement of disabled pupils
- inclusion of all pupils in events
- appropriate training provided to staff to allow integration of pupils in mainstream classes
- training all teachers on the individual needs of pupils which encourages them to see every pupil as an individual with their unique needs
- a commitment to high quality teaching to ensure all pupils are able to access the curriculum
- our training programmes for ITT students and NQTs which require them to spend time in Student Support
- establishing an effective motor programme which has boosted the confidence and self-esteem of pupils with DCD/Dyspraxia
- a school based Health and Wellbeing Officer available to provide advice and support to pupils, parents and staff
- an effective counselling service on site for 4 days a week
- links with CAMHS and the Primary Mental Health Team in order to support pupils with mental health issues
- running a range of interventions for pupils with social and emotional difficulties and mental health difficulties (e.g. anxiety and mild/moderate low mood groups, 'Talkabout' groups, 1:1 ELSA sessions)
- a team of support officers able to support pupils with disabilities
- effective links with Bridgend Inclusion Services and Educational Psychology Service
- links with Park Prison (Invisible Walls Scheme)
- reduced timetables for pupils with short or long term disabilities that prevent them from accessing a full timetable
- a willingness to make suitable provisions for disabled parents

**The areas where we need to secure improvement include the: -**

**Educational opportunities for our disabled pupils in terms of**

- understanding the implications of the definition of disability, awareness raising and training for lunch time supervisors and premises staff
- training all new employees to the level of awareness we expect
- ensuring all schemes of work identify necessary differentiation
- ensuring all teachers have regard to the IEP'S produced by the Student Support Department
- ensure that Student Support staffing levels are appropriate to our needs

- updating our Inclusion Policy and Attendance Policy
- developing the school's mentoring programmes
- supporting pupils with diagnosed behavioural difficulties
- ensuring school's anti-bullying policy is adhered to and regularly reviewed encourage the sharing of views regarding disability issues
- further developing provision for pupils diagnosed with ASD
- continue to maintain the school site so that it is accessible to all disabled users (e.g. adaptations for pupils with a significant visual impairment)
- allowing pupils to access the curriculum using alternative methods for recording information (e.g. Fizzbooks )
- develop the use of iPads as an alternative means of recording and accessing information for pupils with a disability

### **Opportunities for our teachers with disabilities in terms of**

- Recognising their specific needs when the timetable is constructed and classes are allocated
- Ensuring that those with medical conditions are supported
- Ensuring that 'return to work' meetings are seen as supportive and offer onward signposting to support agencies if required (with staff consent)
- Reduced timetables for those returning to work after periods of long term ill health or a long term disability (mental or physical)

### **Involvement of disabled parents/carers in terms of**

- involvement in school activities
- awareness of preferred communication methods (e.g. email for parents with a visual impairment)
- improved wheelchair access
- offering home support to enable disabled parents to assist their children in their learning
- encouraging the sharing of views regarding disability issues

## **F. Our Action Plan**

We recognise that we cannot do everything at once. We have agreed upon the following priority areas for improvement over the next three years

### **Priority issues**

- conduct a self-evaluation of the provision for disabled pupils as part of our SER process
- arrange training for new employees and support staff
- ensure that the SIP reflects our commitment to disability equality
- review the rigour of our anti-bullying strategies
- formalise the monitoring of the achievements of disabled pupils
- develop with cluster schools pupil and parent/carer questionnaires exploring views on access and inclusion for disabled pupils
- consider teaching approaches of pupils with additional learning needs such as ADHD
- establish a working group which includes disabled adults and pupils to regularly monitor the school's approaches to disability
- ensure that Student Support staffing levels are appropriate to our needs
- updating our SEN and Inclusion Policy
- updating our Attendance Policy and Miss School Miss Out guidelines

We recognise that to be effective we need to make our action plan specific. We have set out each of the key actions that we will be taking. We have identified key individuals to deliver each of these actions. We have tried to be as clear and as explicit as possible about the improvements we expect to arise from these actions.

We recognise that any positive changes resulting from these actions only make sense if they are recognised as improving things for disabled people and we will involve these in the course of our evaluations.

We will monitor our annual progress in achieving these priorities in June 2016 and in the same month each year.

We will publish our progress for all to see on an annual basis in the Governors' Report to Parents.

The Disability Equality Scheme and the Accessibility Plan will be available to the public on the school website at [www.bryntegschool.co.uk](http://www.bryntegschool.co.uk)