



East Renfrewshire Council

Education Department

Disability Equality Policy

2009 - 2012

CONTENTS

1. Introduction
2. Context
3. Contribution to Single Outcome Agreement
4. Vision
4. Outcomes and Intermediate Outcomes
5. Targets and Indicators – Outcome Delivery Plan 2009-2012
6. Activities
7. Additional Information
8. Supporting materials

1. INTRODUCTION

This policy is a description of how the Education Department, schools and partner providers plan to eliminate unlawful discrimination against disabled people, promote positive attitudes towards disabled people and encourage involvement of disabled people across all areas of their activity.

The Education Department makes a significant contribution to achieving better outcomes for the people of East Renfrewshire, through the delivery of high quality education, lifelong learning, arts and culture, sports, libraries and information services.

The department provides an education service through seven secondary schools, twenty-four primary schools of which eight have nursery classes, two nursery schools, five family centres and one school for children who need additional support.

The department has responsibility for facilities management services providing catering to schools and as well as catering and building cleaning services across the Council, school crossing patrols and school janitorial services. The department also has responsibility for adult learning through the work of the adult and family learning team. It provides sports, arts and culture, and library information services through sports and leisure centres, libraries, and Eastwood Park Theatre.

2. CONTEXT

East Renfrewshire Council's Education Department promotes equality of opportunity, good relations and positive attitudes. The Education Management Information Service (EMIS) helps gather and analyse data relating to participation and attainment of children and young people who have a disability. This information is used by schools, alongside their own information, to identify areas of potential inequality and inform improvement planning.

DISABILITY EQUALITY DUTY

The Disability Duty (DED) came into force on 4 December 2006.

The Disability Discrimination Act 2005 (DDA 2005) places a **duty** on all public authorities to promote disability equalities.

The definition of disability is set out in the DDA, which states that:

“a person has a disability.....if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities”.

The effect must be substantial, long term and adverse.

Education authorities have **specific duties**. To fulfil the Authority's specific duty to publish an Annual Report, this Disability Equality Policy requires us to gather data on:

- how disabled people have been involved;
- progress made towards priorities outlined in the Action Plan; and
- evaluation of the effectiveness of the actions taken.

3. CONTRIBUTION TO THE SINGLE OUTCOME AGREEMENT

The Education Department's Disability Equality Policy contributes to the following outcomes in East Renfrewshire Council's Single Outcome Agreement (SOA);

- More of our residents have the skills needed for employment
- Our learners are successful, confident individuals, effective contributors and responsible citizens.
- More of our children have a better start in life and are ready to succeed.
- Our local people are healthier, more active and inequalities in health are reduced.
- Our local residents are safer in their neighbourhoods and their homes.

4. VISION

The Education Department's Vision Statement is ***"Inclusion, Achievement, Ambition and Progress for All"***. All members of staff have a role to play and a valuable contribution to make in achieving this objective which is central to everything that we do in the Education Department.

Tracking attainment of all learners is key to ensuring that we are able to deliver that Vision. All services need to monitor and evaluate outcomes and impact. We need to know how we are doing, what we do well and where we need to improve.

5. OUTCOMES AND INTERMEDIATE ACTION – THE GENERAL DUTY

We will fulfil our statutory obligation under the <u>general duty</u> by;	Intermediate Outcomes
<p>promoting equality of opportunity between disabled people and other people</p>	<p>Training in the Integrated Assessment Framework is delivered in three clusters by June 2010 and the programme is extended to other clusters by June 2011.</p> <p>Service programmes are reviewed to assess potential barriers to access by people with disabilities</p>
<p>eliminating discrimination that is unlawful under the Disability Discrimination Act 1995 and eliminating harassment of disabled persons that is related to their disabilities</p>	<p>Staff act swiftly and sensitively to deal with complaints of discrimination or harassment relating to pupils, staff and service users with disabilities.</p> <p>Systems for recording such incidents are refined by June 2010.</p>
<p>promoting positive attitudes towards disabled people</p>	<p>An increase in opportunities for disability equalities' training for staff by June 2010.</p>
<p>encouraging participation by disabled people in public life</p>	<p>An increase in out of school hours participation for pupils in Isobel Mair Special School.</p> <p>Customers with disabilities are included in all consultations on service change and development</p>
<p>taking steps to take account of disabled persons' disabilities, even where that means treating disabled persons more favourably than other persons</p>	<p>More educational establishments are modified to ensure reasonable access for disabled people.</p> <p>Adaptive technologies for the use of Computers in libraries are reviewed by end of 2009, and technology to enable access by people with a range of disabilities is extended e.g. induction loops in sports centres.</p>

OUTCOMES AND INTERMEDIATE ACTION – THE SPECIFIC DUTY

We will fulfil our statutory obligation under the <u>specific duty</u> by;	Intermediate Outcomes
involving disabled people	<p>Improve the Education Department’s parental involvement website by June 2011</p> <p>An increase in opportunities for disabled pupils, staff and service users to be involved through the following groups;</p> <ul style="list-style-type: none"> ➤ Dyslexia Parent Support ➤ Autistic Spectrum Disorder Parent Support ➤ Disabled Staff Forum ➤ Kids Activities Out of School KAOS ➤ Service user groups
implementing impact assessment	All new policies since January 2009 are assessed for impact on Disability Equality by June 2010
information gathering through schools, EMIS, and service systems	<p>Systems are refined for capturing information relating to disabled young people.</p> <p>Baseline data is available for membership and service uptake in all services by August 2010</p>
reviewing effectiveness of the Action Plan and its impact	Progress with the action plan is evaluated annually
reporting on progress annually	Schools’ and the Education Department’s annual reports includes information about the educational opportunities available to disabled pupils, and on their achievements. Service access by people with disabilities is monitored and reported as part of the annual review of service plans in arts, sports and libraries

6. TARGETS AND INDICATORS

Indicators	Target
Percentage of parents reporting they are kept well informed of their children's progress.	Increase from 86% to 88% by 2011
Percentage of parents reporting their views are taken account of by schools.	Increase from 73% to 75% by 2011
Percentage of pupils reporting they are treated fairly and with respect.	Increase from 91% to 93% by 2011.
Number of establishments implementing Integrated Assessment Framework.	Increase from 13% to 100% by 2012.

I

7. ACTIVITIES

7.1 promoting equality of opportunity between disabled persons and others

- The Education Department routinely monitors for details of disability; education staff in post; applications for employment; applications for training; applications for promotion are monitored and recorded. Also monitored by disability are those who: receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures and cease employment.
- In line with the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004, processes, partnerships and structures are in place to ensure that additional support needs of all children and young people are identified and appropriately addressed
- Approaches to assessment and intervention ensure that individualised support for disabled children and young people is provided to overcome personal barriers to learning.
- The Education Department has specially trained teaching staff to provide outreach support to children and young people with sensory impairment. The TASN team, teachers of additional support needs provide in-school support to this group of children and young people.
- East Renfrewshire schools have increased capacity to support pupils with specific learning difficulties through training for key staff from the Quality Improvement Service e.g. CPD for staff in disability equality training looks at what is meant by disability and the breadth of impairments likely to be covered by the definition of disability in the Act.
- The Education Department's publication "All Change – a guide to transitions for children and young people with additional support needs" policy provides guidelines to staff in school on support for young people at key transition points. Guidelines on post school transition for young people with additional support needs are also implemented.

- Programmes in all services are designed to ensure equality of opportunity. Managers review participation data in these services, and ensure that all barriers to accessibility and participation are removed wherever practicable.
- Swimming sessions for young people with disabilities and their families are provided at Barrhead and Eastwood leisure centres. Sports development programmes aim to include people with disabilities within activities wherever possible, but specific provision is made where this is not possible
- To promote digital inclusion, all libraries have a range of adaptations and aids in place to support use of ICT by people with disabilities. Libraries also provide resources for residents with visual or hearing impairment.
- The Education Management Information Service is currently improving systems for monitoring and tracking of pupils with Co-ordinated Support Plans (CSPs) and Individualised Education Plans (IEPs) At the same time, use of SEEMIS is being expanded to capture information relating to young people on the Staged Intervention Programme and involvement of partner agencies.

7.2 eliminating discrimination that is unlawful under the Disability Discrimination Act 1995

- The Education Department's anti-bullying and anti-racism reporting procedures for schools are extended to determine if such behaviour is having a negative impact on disabled pupils.
- The Education Department schools and services impact assess policies and practices to ensure equality for disabled pupils, staff, parents and customers.

7.3 promoting positive attitudes towards disabled people

- In all establishments an ethos is established, where there is a shared commitment to raising awareness of disability and promoting respect for difference

7.4 encouraging participation by disabled people in public life

- Parents of disabled pupils and disabled parents are included and consulted through the Education Department's ASN and Disability Parents' Forum, Parents' Councils and other groups.
- Customer consultation in all services takes account of disabled people.

7.5 taking steps to take account of disabled persons' disabilities, even where that means treating disabled persons more favourably than other persons

- Any applicants who consider themselves to have a disability and who meet the minimum essential requirements of the posts are guaranteed interview.
- Effective procedures are in place to ensure that any reasonable access requirements of disabled pupils, staff parents and service users are met.

8 ADDITIONAL INFORMATION

8.1 Communication and consultation

The Education Department is committed to ensuring that all communication to stakeholders is made as accessible as possible

- through the language and formats used
- through offering opportunities for interpretation or translation into other languages or formats as requested within budgetary constraints.

The Education Department is committed to ensuring all barriers to accessibility and participation are removed wherever practicable. It is committed to consultation on disability equality issues through the following mechanisms:

- School Equalities' Co-ordinators
- Culture & Sports equalities sub-group
- Equality Officers' Working Group (across Council Departments)
- Equality and Social Justice Group
- Pupil and Parent Councils
- Parent Council Chairs' Forum (Primary and Secondary Schools)
- Pre-five Parents' Forum
- Childcare Partnership Group (partner, private and voluntary organisations)
- Additional Support Needs and Disability Parents' Forum
- Educational Psychological Services Quality Improvement Group
- Integrated Children's Services Core Group and ASN Sub Group
- Access Panel

8.2 Reporting annually on progress

The Quality Improvement Officer (QIO) with remitted responsibility for Equalities ensures that information relating to progress with the targets in the action plan is published annually and made available to parents, pupils, staff, customers and community groups in a variety of appropriate forms including information leaflets, the Education Department and schools' annual Standards and Quality Reports. The Education Department complies with the Freedom of Information Act (Scotland)

8.3 Next review of this policy

The Policy will be reviewed and revised by **4th December, 2012** or earlier if appropriate.

John Wilson

Director of Education

Date 17th November, 2009