

**DISABILITY EQUALITY SCHEME  
(Whole School)  
November 2010 – November 2013**

**Mission Statement**

International Community School (ICS) aims for educational excellence by developing independent, inquiring and collaborative learners within a safe, enjoyable and stimulating environment. We believe in equality of opportunity and a celebration of diversity, and we support our students in becoming successful world citizens.

**Disability Equality Statement**

At ICS we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At ICS, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

In practice, as a small community school, ICS employs a reactive strategy regarding disability for its staff and students. It is in consultation with both groups and is committed to finding solutions to the built environment, curriculum and information dissemination that reflects the needs of the school community. The one exception to this is with wheelchair access. Both primary and secondary school classrooms are on different levels to reception areas meaning possible solutions are not practical given the age, design and layout of the buildings.

**Disability Equality Duty (DED)**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still

demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions. This duty continues as part of the Disability Equality Act October 2010.

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools. ICS has produced the following scheme in response to this duty.

### **Disability Equality Scheme**

ICS will promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and prepare and publish a disability equality scheme, to show how they will meet these duties. This scheme and the accompanying action plans set out how ICS plans to increase access to education for disabled pupils in 3 ways:

- 1) Increasing the extent to which disabled pupils can participate in the school **curriculum**. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- 2) Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 3) Improving the delivery to disabled pupils of **information** which is provided in writing for pupils who are not disabled. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

This scheme incorporates the school's plans to increase access to education for disabled pupils. We acknowledge that there is a need for ongoing awareness raising and training for staff and owners in the matter of disability discrimination and the need to inform attitudes on this matter.

This scheme should be read in conjunction with other school policies and documents, for example: Curriculum Policy, Equal Opportunities Policy, Health and Safety Policy, Special Educational Needs Policy, Behaviour and Sanctions Policy, School Improvement Plan, School Publicity and Mission Statement.

### **Who's involved in creating the Scheme?**

- 1) Curriculum: School Owner, Head of School, Head of Student Support (SEN), SKOLA International Trust for Special Education Trustees, International Baccalaureate, British Council, Staff, Pupils and Parents.
- 2) Environment: School Owner, Head of School, School Architect with reference to Schedule of works, Staff, Pupils and Parents.
- 3) Information: Director of Admissions, Webmaster, Parents and Guardians.

### **Disability Audit**

Staff: A staff audit needs to be conducted. Informal feedback from our staff regarding acoustics has been noted. No Human Resources statistics regarding staff and disability have been conducted. Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.) needs to be monitored – COMPLETED, NOVEMBER 2010, CONTACT HUMAN RESOURCES DEPARTMENT FOR DETAILS.

Students: At present no formal feedback from our students regarding disability has been conducted. Achievement of pupils by disability needs to be monitored – SEE SEN Provision.

Parents: At present no formal feedback from our parents regarding disability has been conducted. Parents are made aware that school information is available in various formats.

Service users: School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. More work is required in gathering information regarding disability in ICS so as to act as a starting point for progress made in this area. Consultation with the above categories to determine their priorities for the school with regards to disability equality over the next three years will happen through focus groups, questionnaires, feedback slips and drop-in sessions.

### **Monitoring**

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty (DED), and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Duty Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Principals, Heads of School and Owners and the findings will be used to improve the Disability Equality Scheme and feed into future practice. For more information please contact the school owner, Ben Toettcher via email:

[ben.toettcher@ics.uk.net](mailto:ben.toettcher@ics.uk.net)

### **Current good practice at ICS regarding our Disability Equality Duty (DED)**

- ICS has a well developed Student Support Department which aims to support students with disabilities to be fully included in the whole of school life. We monitor our students carefully and ensure that correct supports are in place by developing an Individual Learning Plan (ILP) with a multi-disciplinary team that includes SEN professionals as well as the parent/carer/guardian and student (when appropriate).

- Promoting equality of opportunity between disabled people and other people.

Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops; ICS has recently hosted workshops regarding Dyslexia and Supporting students with ASD and/or LD who are transitioning to University.

Ensure that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers. The Student Support department is developing Advanced learner profiles for students who are on the SEN register, but who also qualify as Gifted and Talented, e.g. ASD and G&T

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.

Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders. ICS is a telling school and we regularly speak with students about bullying. We also lead workshops with form groups to discuss differences, including learning and physical disabilities to educate students about inclusion and celebration of the diversity at ICS.

If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils. E.g. director of student support conducting a workshop with year 5 and 6 students to help them learn about the effects of bullying and how they can prevent it as bystanders.

- Promoting positive attitudes towards disabled people.

Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials. We have a faculty member who is hard of hearing, we have encouraged and supported him to discuss what this means for him to other staff members and to students. We are working with him to address environmental concerns that make it more difficult for him to hear and effectively communicate with students and staff. We have an anti-discrimination policy at ICS and our mission involves a Celebration of Diversity.

We have recently hosted Oliver West who has dyslexia, he spoke to staff and students and also conducted one to one sessions with students with dyslexia to demystify it to students and give them a positive role model of someone who is a successful artist and activist.

In service training to all ICS faculty is given regularly to dispel myths and promote a positive and more accurate picture of people with disabilities.

- Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.

ICS recently hosted the Special Olympics to explain their function, we are in the process of starting a team at ICS. We will encourage our students with intellectual disabilities to participate while also encouraging general education peers to support by getting involved as volunteers.

- Encouraging participation in public life by disabled people.

Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council. At ICS we support full inclusion of our students and faculty with disabilities. We actively support their participation in after school clubs, sports teams, and school productions.

## **Admissions Policy**

ICS is an inclusive and diverse learning community. As a community we believe in the celebration of diversity. This goes far beyond tolerance to recognition of the enormous educational opportunity presented by full diversity.

The main principal governing the school's admissions policy is whether or not each child would flourish within the curricular programmes that the school offers.

Our process of admissions is through an informal interview between the student, their family or their representative and members of our Admissions Team during which the availability of a place will be discussed. Prior school reports, sample pieces of 'work' and any supporting documentation should be brought to the admissions interview. All students

will be required to demonstrate their English language competency before a place in either Full Curriculum or English Foundation is finally confirmed.

ICS recommends where possible that the student spend a day in the School prior to the decision of acceptance and the Admissions Office will make these arrangements. There are no application deadlines and space-permitting ICS can admit students year-round. Applications can be made up to 1 year before entry. For applicants for the next academic year, availability of places may be subject to the outcome of the school's pre-registration process, which is completed at the beginning of the third term.

For children with special educational needs and/or disabilities we advise parents/guardians to discuss their child's requirements with the Admissions Team at the first opportunity so that we can reflect on the school's capacity to support the child so ensuring the child is able to thrive at the school. During the admissions process we will discuss thoroughly with parents/guardians any adjustments that can be reasonably made for the child if they are to join the school.

This policy is drawn up in reference to, and aligned with the Equality Act 2010, Disability Discrimination Act (1995), and the Education Act (2002).

### **Check list for school staff and Owners**

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

*DED Scheme Updated: November 2010*

*Review Date: November 2013*

## APPENDIX

### Action plan

Senior Member of Staff Responsible: Alan Andrew

The scheme and action plan needs to be committed to by the highest level of authority you have, the Principal and Heads of School and Owners. You may also want a member of staff with disability expertise to take responsibility for the day-to-day implementation. All actions detailed must be taken unless it is unreasonable or impractical for you to do so, in which case these reasons must be identified.

<b>Priority</b> what you are hoping to achieve	<b>Action Required</b> including necessary resources	<b>Monitoring &amp; Success Criteria</b>	<b>Timescale</b> when will this be achieved	<b>Responsible Person (s)</b>
Increasing equality of opportunity between disabled people and other people. The parents of disabled children and young people (CYP) may not be aware of how to best support the learning of their child	Two workshops to be conducted on an annual basis for the parents of disabled CYP to provide them with basic advice on how to support the learning of their child in core curriculum subjects.	Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Monitoring will take place after every session. Analysis report to be produced two weeks after all satisfaction surveys received. Start: 2011 Finish: 2011	Special Educational Needs Coordinator (SENCO)
Making things happen Positively promoting disability.	Display posters which positively promote disability  Take part in a local or national awareness raising event -  Teachers to incorporate disability into curriculum for one or more teaching units	Learning walks, resource monitoring  Planning examples  Pupil conferencing	Bi-termly – Posters and events to have taken place by July 2011	SMT, DES coordinator
Making things happen Eliminating discrimination	Plot accessibility of the school building and highlight red/amber/green accessibility areas	Increased awareness amongst staff of accessibility issues	Termly Start: 2011 Finish: 2011	SMT, DES coordinator
Making Things happen Eliminating discrimination	Invite stakeholders to discuss any particular issues/needs they may have through posters/ notices/newsletters/signs  Making any possible adaptations to meet individual need	Through discussion	Termly Start: 2011 Finish: 2011	SMT, DES coordinator

Fulfilling the duty Eliminating discrimination	Register of disabled pupils completed  Progress of disabled pupils monitored  Patterns and trends identified	Progress of disabled pupils in line with other pupils	Bi-termly Start: 2011 Finish: 2011	SMT , Student Support Department
Fulfilling the duty Eliminating discrimination.	Register of disabled pupils completed  Register of incidents of discrimination kept	Monitoring of incident report forms liaison with parents.	Termly Start: 2011 Finish: 2011	SMT
Involvement and consultation Eliminating discrimination	Questionnaire to parents/staff/governors to identify needs  Work with school council to further identify pupil needs  Amend and update Action Plan as necessary	Analysis of questionnaires  Issues raised into Action Plan	Yearly Start: 2011 Finish: 2013	SMT
Promoting disability awareness. Campaigning on what needs to be changed for people with disabilities to achieve full equality in life.	School students/classes, particularly students who are disabled to enter competition for the 'best wall display' related to promoting disability awareness.  Teachers to incorporate preparation and development time for students to work on the competition during their form groups block.  School assembly to address the launch of Disability History Month and raise awareness of how we will participate in promoting disability awareness this month.	Inter-school competition to be held and winner to be chosen prior to entering the national competition.  Use of resources from <a href="http://www.worldofinclusion.com/">http://www.worldofinclusion.com/</a> for lesson ideas and examples of what makes a good wall display	During the Disability History Month (22 November - 22 December)	SMT, SALT, PALT, DES coordinator
Meeting disabled people's needs. Promoting an inclusive classroom environment	Furniture, namely chairs and stools, in classrooms to be attached with cushions at their point of contact with the wooden floors. Tennis balls to be used to achieve the cushioning effect, leading to reduction in noise levels and echo when furniture is moved.	Liaison with staff to implement changes in their classrooms, particularly the science labs.  Feedback forms to be completed by students to measure the effect the cushioning has had on the noise levels in their class	Tennis balls to be attached to furniture & trialled in science labs by <b>Jan 31 2011</b> . If successful, cushioning furniture to be rolled out school-wide by Easter 2011.	DES coordinator, Student support department

Eliminating discrimination	Development of a simplified mini-version of the school's anti-discrimination statement (explicitly referring to disability, race and sexual orientation).	Mini statement to be displayed on each floor of the school for ease of access to the school's anti-discrimination policy.  This statement to be embedded on all formal school correspondence sent to parents/businesses, either via email, letter or fax.	February 2011	DES Coordinator
Promoting equal opportunities	Publishing information leaflets/posters on services and benefits available for students and staff, both at ICS and in the local community.  Dedicated point of contact at ICS for students who would like information on services and benefits.	Liaison with Life Skills staff on information about entitlement to funds/benefits for education supplies and transport for people with disabilities.	Termly. Start January 2011	Student Support Department, DES coordinator
Promoting a disabled friendly environment	Classroom acoustics to be improved by lowering the high ceilings.  Access to Work, a government funded body, to be contacted for advice on assistive devices for people with disabilities in the classroom to promote an inclusive environment	Feedback from hard of hearing student and profoundly deaf staff member on any changes noted to classroom acoustics following the lowering of ceilings.	Classroom Acoustics: June 2011  Assistive devices: January 2011	SMT, Owner, DES coordinator
Information Delivery	Develop ICS website with standards of accessibility and information in a variety of ways	DES coordinator will research a variety of formats to present to website designer	September 2011	DES coordinator, Student Support, Web designer

Designated Member of Staff: Amjad Shah

School Owner: Ben Toettcher

*Action Plan updated: November 2010*

*Review Date: June 2011*