



## **Disability Equality Scheme**

(this Scheme should be seen in relation to other Lyndon School Policies)

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002 the governing body has had three key duties towards disabled students under Part 4 of the DDA.

- Not to treat disabled students less favourably for a reason relate to their disability
- To make reasonable adjustments for disabled students, so that they are not as a substantial disadvantage
- To plan to increase access to education for disabled students.

A School Access Survey was carried out by the Local Authority in August 2002 and the school drew up an Action Plan.

From December 4th 2006 all public authorities, including schools, must publish their Disability Equality Scheme to show they have due regard (meaning they should give due weight to the need to promote disability equality in proportion to its relevance) for the following:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in all aspects of school life
- Take steps to meet disabled needs, even if this requires more favourable treatment

The scheme must : (see pages 6 – 8)

- Consult disabled people in the school community
- Draw up an action plan
- Report on progress and review and revise the Scheme and plan.

## **Lyndon's school's vision and values**

The school subscribes fully to the concept of inclusion. As far as is reasonably possible there is equality of opportunity for all students to follow a full national curriculum timetable and to take part in extra curricular activities and the full life of the school.

The school recognises the individual needs of all students. Every member of staff shares these responsibilities. For all students as many barriers to learning and participation in school life are removed as is reasonably possible. Where students are disadvantaged staff are offered appropriate training, e.g. Dyslexia, Dyspraxia, Asperger's Syndrome, ADHD, Hearing and Visual impairment.

Specialist learning resources are produced as required. The nature of the site and buildings, with the majority of construction taking place in the 1950s, present a number of challenges under the DDA. The LA Access Survey of 2002 concluded that 68% accessibility had been achieved. Since that date the following improvements have been implemented as part of the school's action plan.

- External: New ramps to both main entrances and sports facilities
- New lighting throughout the site
- New tarmac and constant repair of pot holes
- Disabled parking
- Internal: Handrails on main stairs in Upper and Lower School
- Disabled toilet facilities (x2)
- Portable ramps
- Fully accessible disabled sports facilities
- Portable hearing loop
- Additional carpeting in teaching areas
- Disabled facilities in food technology teaching rooms

The school with its supportive, integrated environment and in partnership with parents and governors recognised the importance of self-esteem of all its students. Student's awareness is raised via assemblies, tutor group discussions and Theme Days.

The Hearing Impaired Centre for Solihull Education Authority is based at Lyndon School. Students with hearing impairment are taught within the centre and supported in lessons throughout the school.

## **Student data**

At the time of publication there are 1270 (approx) students on roll. Twenty-eight students have statements and are on the special needs register. The deprivation indicator for the school for 2007 is .17 (.16 in 2006). Solihull's indicator is .16, the national figure is .14.

The school is located on the border of Solihull MBC and Birmingham CC and draws students from a wide catchment area with over 30 primary feeder schools. Approximately 45% of students live in Birmingham. In order to embrace the needs of such a large and diverse catchment the school has developed an extensive programme for transition and induction in Year 7. Students with SEN and their parents/carers make additional visits, if required. The school liaises with outside agencies as appropriate.

Adaptations to work or lessons or support is made depending on the student's individual needs, or their changing difficulties and needs. Staff are informed of any student who may have a special need via the SEN register, IEPs and by personal reference.

## **Behaviour Policy**

The school has a Behaviour Policy and scheme for rewards and sanctions involving red/green cards. The Policy states clear boundaries and is well understood by staff and students. The Policy and scheme are reviewed regularly.

## **Examinations**

Special access to internal and external examinations is available to all students.

## **Medication.**

Medication may be taken by a student, administered by the member of staff responsible for First Aid and Student Welfare (see Medicines in Schools Policy).

## **Bullying and Racism.**

The school takes incidents of bullying and racism extremely seriously. See relevant policies.

## **Looked after Children**

The school includes a small number of Looked after Children and these students are supported by the SENCO. Parents/carers and Children Services at SMBC or Birmingham are kept informed of their progress.

### **Child Protection**

The school has a Designated Member of Staff (DMS) for Child Protection who works closely with external agencies to identify, protect and support vulnerable students. The Child Protection Policy follows the guidelines set by the Solihull Local Safeguarding Children Board. Training for all staff takes place at least annually.

### **Student Support Centre**

The centre caters for students who, for a wide variety of reasons, find coping within the main school environment difficult. Support provided may be short term for students experiencing home or school related problems or longer term for students who present challenging behaviour and disrupt the learning of others. The centre works with a number of outside agencies and provides a number of alternative curriculum solutions.

### **Withdrawal**

Provision is made for students with specific learning difficulties to receive additional support within class or withdrawal to small groups. Teaching Assistants are employed by the school as part of the Inclusion Team.

### **Pastoral Management**

We have an established pastoral system led by Assistant Head Teachers, each responsible for a specific college. Students are all members of a tutor group and a "college". The school has four colleges, Year 7, Birmingham College, Coventry College and Warwick College. Tutors liaise with the Assistant Head Teacher and Pastoral Managers responsible for their college.

Staff volunteer to mentor students and there is a behaviour monitoring system in place to target specific student related issues in each year group.

The school works with a wide range of outside agencies as relevant to the individual student's needs. This work, conducted via the

Student Support Centre was praised by the Ofsted inspection team in 2006 and appears on the DfES good practice website.

### **Health and Safety**

The school's Health and Safety Group meets at least termly, reporting to the Governors Finance and General Purposes Committee. All staff are aware of the need to report issues of health and safety immediately to their Line Manager, Site Manager or main reception.

#### Healthy Lifestyles

The school gained the Healthy School's Standard in 2006 and is currently (2007) working towards re-accreditation. Students are encouraged to adopt healthy lifestyles and to participate in a wide variety of physical exercise during and outside the school day. The sports facilities include full disabled access. A wide range of extra curricular activities are available including the Duke of Edinburgh Award Scheme.

The school works closely with its school meals provider to encourage healthy eating and to improve both the standard of food and the eating environment. A student Food Group was formed in 2007. Currently there are three outlets for drinking water and water is always available during breaks in the dining area.

Healthy lifestyles are also encouraged via the PSHE programme, including development of skills to make informed choices, sex education, drugs and alcohol. The SMBC School Nurse is available on a regular basis for confidential consultations.

### **Adults in the Lyndon community**

Lyndon School acknowledges that adults work and relax at the school as members of staff, as visitors or while participating in Community Education or with clubs and groups who have hired the school's facilities. The school recognises that their needs should also be considered in the plan and they were included in the questionnaire.

### **Consultation**

The school organises a series of parental consultation evenings throughout the year.

In addition parents are canvassed via the following :

- Questionnaires, produced both in house and via commercial companies, targeting a variety of issues. The use of commercial companies has provided high quality comparative data; the first survey took place in 2005 and the second in 2007.
- Complaints are dealt with promptly by a member of the Leadership Team.
- The governors provide "drop in " clinics on a regular basis.
- The school has run two courses for parents as part of its Extended Schools Pilot Programme.

### **Action Plan**

As a result of a questionnaire specific to the provision for the disabled (copy attached), the following action plan was formulated in September 2007.

| Area requiring improvement                            | Action(s)  | By whom  | When                                |
|---|--|--|-------------------------------------|
| Access to all areas of the school                     | <ul style="list-style-type: none"> <li>• Audit handrails on all steps (including small flights) and add if necessary</li> <li>• Ensure all visitors are aware of portable ramp</li> <li>• Include disabled parking at both entrances and rear of site</li> </ul>       | Assistant Head (Support) and Site Manager  | Autumn Term 2007                    |
| Signage   | <ul style="list-style-type: none"> <li>• Additional, improved external signage</li> <li>• Additional, improved internal signage</li> <li>• Clear signage to toilets</li> </ul>   | Assistant Head (Support)   | Autumn – Spring Terms 2007-2008     |
| Visible and auditory emergency information and alarms | <ul style="list-style-type: none"> <li>• Obtain costs</li> <li>• Access funding</li> </ul>   | Assistant Head (Support)   | Autumn – Spring Terms 2007-2008     |
| Adult Education (and other lettings)                  | <ul style="list-style-type: none"> <li>• Ensure managers know there is a portable ramp</li> <li>• Ensure managers know there is a hearing loop</li> <li>• Discuss allocation of rooms in more detail</li> <li>• Consider parking nearer to specialist rooms</li> </ul> | <ul style="list-style-type: none"> <li>• Assistant Head (Support)</li> <li>• Finance Manager</li> <li>• Site Manager</li> <li>• Adult Education Manager</li> </ul> | On going, commence Autumn Term 2007 |

|   |              |                  |
|---|--------------|------------------|
|   |              |                  |
| <b>Handrails</b> to small flights of stairs, materials and labour | £100 x 4     | 400.00           |
| <b>Signage</b>  |              |                  |
| <b>External</b>   | £500 x 1     | 500.00           |
| <b>Internal</b>   |              |                  |
| Lower School 1 large  | £250 x 1     | 250.00           |
| 2 small (directing upstairs)                                      | £60 x 2      | 120.00           |
| Science   | £250 x 1     | 250.00           |
| PE  | £250 x 1     | 250.00           |
| Middle School   | £250 x 1     | 250.00           |
| Lower School 1 large  | £250 x 1     | 250.00           |
| 3 small (to upstairs)   | £60 x 3      | 180.00           |
| Toilets x 2   | £60 x 2      | 120.00           |
| <b>Digital signage</b> to alert / direct visiting groups          |              | 3,500.00         |
|   | <b>Total</b> | <b>£6,070.00</b> |

Appendix A.

**Disability Discrimination Questionnaire to inform Lyndon School Action Plan**

The Disability Discrimination Acts 1995 and 2005 define a “disabled person” as :

*‘a person who has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day to day activities’*

Are you disabled in any way ? YES  NO

If yes, providing you have no objections would you please describe your disability.

|              |
|--------------|
| <br><br><br> |
|--------------|

Do you think Lyndon School is a ‘user friendly’ for the disabled? YES  NO

If No, why not?

|          |
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| <br><br> |
|----------|

Which of the following do you consider to be priorities –

- please put in order of priority, e.g. 1 = highest, 8 = lowest
- please give reasons or examples if possible, in the space provided below each question

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Clearer entrance signs  |
| <input type="checkbox"/> | Better access to school reception                                     |
| <input type="checkbox"/> | Better access to other areas of the school                            |
| <input type="checkbox"/> | Access to toilets   |
| <input type="checkbox"/> | Clearer direction signs to toilets                                    |
| <input type="checkbox"/> | Clear direction signs to other areas of the school                    |
| <input type="checkbox"/> | More visible or audible emergency information                         |
| <input type="checkbox"/> | More visible or audible alarms (easily seen or heard in an emergency) |

Please add any further comments or suggestions on the reverse of this sheet

**Please return to Mrs Austin, via school reception,  
before Friday 25<sup>th</sup> May.**