

**St. Nicholas-at-Wade  
Church of England  
Primary School**

**Equality Scheme  
2010-2013**

## **Introduction**

### **Gender (sex)**

Duties under the Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfill their general and specific duties. The Governing body will revise and review the plan every 3 years and report on progress annually.

*There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff*

### **Disability**

Duties under Part 5A of the Disability Discrimination Act 2005 require the governing body to:

- 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.

**Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.**

**Duties in Part 4 of the DDA 1995 require the governing body to plan (via The Schools Accessibility Plan) to increase access to education for disabled pupils, when necessary, in 3 ways:**

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Race**

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- promote good relations between people of different racial groups

To meet this requirement the governing body will

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually
- record racist incidents and report them to the local authority on a regular basis.

The school will contact the local authority for advice on the format, process and frequency of reporting as required.

## **Religion or Belief and Sexual Orientation**

Duties under the Equality Action 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation, religion or belief.

There are no specific duties or requirements on schools to publish a Scheme relating to religion, beliefs or sexual orientation.

### **1 Starting points**

Purpose of the Equality Scheme

#### **1.1 The purpose of the school's Equality scheme is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including, disabled pupils, staff, parents, women, men and different racial groups within the school. In order to do this the school will**

- Establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents.
- Elements of the duties are:
  - Promote equality of opportunity between disabled and non-disabled people, women and men and between different racial groups.
  - Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity.
  - Promote positive attitudes towards disabled people.
  - Encourage participation of disabled pupils, parents, staff and carers.
  - Take steps to meet disabled people's needs, even if this requires more favourable treatment.

#### **1.2 Action by School Leadership Team (SLT) responsible for the Equality Scheme:**

- Raise awareness of the above duties with all staff, governors, parents and pupils.
- Refer to 'Implementing the DDA in Schools' published by the Disability Rights Commission
- Ensure understanding of the broad definition of Disability within the DDA.
- Encourage disclosure of disability by pupils, parents, staff and other users of the school.
- Refer to 'The Gender Equality Duty and Schools' published by the Equal Opportunities Commission
- Create separate action plans for each equality duty highlighting links as appropriate.
- Set up, when necessary, working party, membership to include:

- SLT member
- governor (parent with interest or experience of disability issues)
- staff representative with an interest in disability or experience of disability issues.
- and/or SENCO

### **1.3 The Key Functions of the Working Party will be:**

- To ensure the involvement of disabled pupils, parents/carers and staff
- To ensure the involvement of trade unions (if necessary) regarding the gender equality duty
- To arrange for the gathering of information.
- To consider arrangements for race, disability and gender impact assessments

### **1.4 The governing body will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.**

#### **Definition of disability**

The DDA defines a disabled person as someone who has:

‘A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.’

#### **Definition of the terms:**

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

#### **The effect on normal day-to-day activities is on one or more of the following:**

mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

### **1.5 Involvement of pupils, staff, parents and other users of the school.**

The school will consider and plan to involve pupils, staff, parents and other users of the school in relation to the race, disability and gender equality duty.

The school will continue to take into account the preferred means of communication for those with whom they are consulting.

The school will ensure that the involvement of a range of people and hear a range of views to meet the disability, gender and race duties.

The views of the pupils, staff, parents, trade unions and other users of the school will be used to set priorities.

## **1.6 Information gathering**

The collection of information, when necessary, is crucial to supporting our school in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school identify which of our priorities have been achieved.

## **1.7 Information to Be Gathered**

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- Education opportunities available to and achievement of disabled, female and male pupils
- Identify disabled pupils, parents, carers, staff and other users of the school to develop the Scheme
- The working party will recommend about how the information is to be held in school, and how it interlinks with other registers. E.g. Does the school have just one school profile with differing levels of access? Confidentiality and need to know clauses are required.
- Pupil attainment of boys and girls taking into account that certain groups of boys may do as well as girls.
- Careers and sports choices of both genders
- Bullying and harassment on the grounds of gender, disability and race.

## **1.8 Impact assessment.**

Impact assessment refers to the review of all-current and proposed policies and practices in order to help schools act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments will be an on-going process to ensure that our policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality.

**We will use the KCC Equality Impact assessment tool for schools as a basis for impact assessments located at:**

[www.clusterweb.org.uk/UserFiles/CW/File/Policy/Equalities/impact\\_assessment\\_tool.doc](http://www.clusterweb.org.uk/UserFiles/CW/File/Policy/Equalities/impact_assessment_tool.doc)

## **2 Priorities**

### **2.1 The priorities for our scheme will be set in the light of:**

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff, parents and trade unions that have been involved in the development of the scheme.

### **2.2 Some of the priorities identified may include:**

- Improving access to information;
- Improving the involvement of disabled pupils, staff and parents
- Challenging gender stereotypes in subject choices and career advice (Not evident)
- Health, sport and obesity differences between girls linked to girls reduced likelihood of taking part in physical education and sport compared to boys. (Not evident)

- Tackling sexual and sexist bullying of boys and girls (Not evident)
- Employment and considering objectives to address the causes of any gender pay gap (Not evident)

### **3 Making it happen**

#### **3.1 Implementation**

The Scheme will be supported by individual action plans relating to disability, gender and race equality and be incorporated into our School Improvement Plan, with oversight by the governing body so that progress can be checked.

The Action plans will include:

- allocation of lead responsibility; allocation of resources; an indication of expected outcomes or performance criteria; clear timescales; specified dates and process for review.

#### **3.2 Publication**

The working party will decide how best to publish the Equality Scheme either as a separate document or as part of the School Improvement Plan. The school will provide a copy for anyone asking for it in a range of formats.

#### **3.3 Reporting**

The school will report annually on the progress made on the action plans and its effect on policy and practice within the school.

#### **3.4 Reviewing and revising the scheme**

As part of the review of the Scheme, the school will when necessary:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for gender, disabled pupils, staff and parents and diverse racial groups.

The review of the Scheme will inform its revision; how the school sets new priorities and new action plans for the next scheme. This process will continue to:

- involve pupils, staff and parents; and
- be based on information that the school has gathered.

The main documents that will inform the development of this scheme are:

- Implementing the Disability Discrimination Act in schools and early years settings, DFES
- Promoting Disability Equality in Schools, DfES Guidance.
- The Gender Equality Duty and Schools, EOC guidance

Approved by Board of Governors:

To be reviewed:

## APPENDIX 1

### **Admission form**

*(For use after pupil has been admitted to the school)*

### **Confidential**

*Please see the attached completion notes.*

### **Pupils details**

Pupil's legal surname

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Pupil's surname

---

*(if different from legal surname)*

Forenames

---

*(underline the name used)*

Date of birth

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### **Parents/guardians/carers:**

*(delete as appropriate)*

Mr and Mrs / Mr / Mrs / Miss / Ms / Other

---

*(correspondence will be addressed to the above)*

Relationship to pupil

---

Address

---

---

Postcode

---

Home telephone

---

**Emergency contacts**

*First contact name*

\_\_\_\_\_

Relationship \_\_\_\_\_ Telephone \_\_\_\_\_

Ask for \_\_\_\_\_ Location \_\_\_\_\_

*Second contact name*

\_\_\_\_\_

Relationship \_\_\_\_\_ Telephone \_\_\_\_\_

Ask for \_\_\_\_\_ Location \_\_\_\_\_

**Details of parent: if separated**

Name

\_\_\_\_\_

Address

\_\_\_\_\_

\_\_\_\_\_

Post code

\_\_\_\_\_

*Please tick if a second report is required to be sent to this address*

**Schooling details**

Name of previous school

\_\_\_\_\_

County / Education Authority

\_\_\_\_\_

Town

\_\_\_\_\_

**Name(s) of sibling(s) who are attending, or have attended (name of school)**

\_\_\_\_\_

Child in public care  Yes  No

Authority

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**Religion**

Hindu  Jewish  Christian  Sikh

Muslim  No religion  Other, details \_\_\_\_\_

**Ethnicity/Race** (please tick one box only, indicating the category that best describes your ethnic origin)

**White**

British  Irish  Any Other White background

**Asian**

Indian  Pakistani  Bangladeshi  Any Other Asian background

**Black or Black British**

Caribbean  African  Any Other Black background

**Mixed**

White & Black Caribbean  White & Black African  White & Asian  Any Other mixed background

**Chinese or other Ethnic Group**

Chinese  Any Other ethnic background

**Home language**

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(language spoken within family home)

**Second language**

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## Medical information

Doctor's name \_\_\_\_\_

Surgery \_\_\_\_\_

Telephone \_\_\_\_\_

## Medical details

Does your son/daughter:

- |   |   |                          |     |                          |    |
|---|---|--------------------------|-----|--------------------------|----|
| 1 | Have any health condition or disability (e.g. diabetes, deafness)                               | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 2 | Has it lasted or is it expected to last 12 months?  | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3 | Does this have a substantial effect on your child's ability to carry out day to day activities? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 4 | Take regular medication   | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 5 | Regularly need to use an inhaler?   | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 6 | Have any allergy?   | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |

*If you have answered yes to any of the above questions, your son/daughter may have met the Disability Discrimination Act 2005 definition of disabled which means that you have certain rights under the law. Please tick the boxes below that more accurately describe your son/daughter's health condition or disability. The information will help us to identify what we need to do to support your child at school.*

Does/will your child have difficulty with:

- Moving about the school and going on school visits  Yes  No
- Use of hands and fingers (e.g. to hold a pen or pencil)  Yes  No
- Lifting, carrying or moving objects (e.g. carrying school bag)  Yes  No
- Washing, going to the toilet, controlling the need to go to the toilet, dressing, etc  Yes  No
- Expressing themselves or understanding what others are saying  Yes  No
- All of the work in school including reading, writing, number work or understanding information  Yes  No
- Hearing or eyesight  Yes  No
- Making friends, relating to adults, behaving appropriately in school  Yes  No
- A medical need which has lasted or is expected to last more than 12 months and takes regular medication (*please give details under any other information*)  Yes  No
- Complex health needs requiring daily assistance in order to  Yes  No

maintain optimum health such as physiotherapy at school

Any other information we need to know about your child's condition

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We wish to ensure that there is good communication between the school and all families. Please give details below if you require support in any of the following ways: -

- information sent from school in alternative formats e.g. Braille, large print
- specific access requirements to the school buildings or to enable you to take part in consultation meetings e.g. interpreters for British Sign Language, loop system, explaining things over the phone.

.....  
.....  
.....  
.....

(Name of School) wishes to involve disabled people in its disability equality scheme for the benefit of all users of the school. If you or any family member would be willing to help us with this work, please contact ..... at the school for further information.

**Parents are requested to read the statement below and then sign and date this form**

I/we received a copy of the school brochure and agree to support the school by encouraging my/our son/daughter (*please delete as appropriate*) to abide by the discipline procedures and code of conduct contained within.

I agree to my son/daughter's photograph being used for school promotions (*Please see separate letter*)

*(Please tick)*

Parent's signature

\_\_\_\_\_  
*Mother/Father/Guardian/Carer – please delete as appropriate*

Date

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## Appendix 2

# CHECKLIST OF SCHOOL POLICIES AND THEIR IMPACTS ON DISABLED PEOPLE.

### 1. Educational Visits and Trips

- Does the school ensure that all pupils can participate in visits?
- Does the school make available to all staff planning trips the access, medication & personal care needs of pupils on a need to know basis?
- Does the school keep a data base of accessible venues, any barriers they may have and the reasonable adjustments required?
- Are all trips planned well in advance so risk assessments can be undertaken, activities planned and reasonable adjustments made?
- Are the extra costs of making reasonable adjustments shared or met from separate budgets?
- Does the school provide alternative activities for a group of disabled pupils and their peers when the activity is inaccessible?

### 2. Home Learning

- When tasks are set are they either accessible to all pupils or differentiated to meet the learning needs of all?
- If pupils need in-class support with their work, does the school make arrangements for that support to be available at breakfast, lunchtime or after school clubs where disabled pupils can attend with their friends?
- Does the school encourage peer support and collaborative learning?
- Is achievement rather than attainment prioritised and judged against each pupil's level?
- Are reasonable adjustments made in the activities pupils are asked to undertake and in the way that they do them?

### 3. Behaviour

- Does the school operate a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour?
- Are the peers of disabled pupils taught the reasons why the school operated such a differentiated behaviour policy?
- Does the school train and use peer mentors?
- Does the school operate a self-controlled time out system for identified pupils?
- Are staff supported by outside agencies in developing their approach to behaviour?
- Are exclusions monitored for impairment on a regular basis?
- Are all staff trained in the behaviour policy and practice and the reasons why a differentiated policy operates?
- Are support staff such as midday supervisors trained to run lunchtime activities?
- Is counselling available for pupils who need it?
- Are 'Circles of Friends' set up for pupils vulnerable to exclusionary pressures?
- Are person-centred planning tools regularly used in the school?
- Does the school seek to develop emotional intelligence and give pupils a range of strategies for dealing with conflict?

#### 4. Health and Safety Policy

- Do Health and Safety Inspections record risks to disabled people such as slippery floor coverings or non-adapted equipment e.g. mounted electric drills at the wrong height?
- Does the school have evacuation procedures which accommodate disabled people?
- Does the school carry out all necessary risk assessments for the particular circumstances and of any specific disabled pupil?
- Does the school arrange for training for all staff involved in procedures that carry risks such as lifting and handling, administration of medicines or personal care of invasive procedures?
- Does the school have in place all necessary procedures for servicing/maintaining pupil aids and appliances?
- Does the school accident reporting system allow for monitoring by impairment?
- Does the policy identify hazardous situations for disabled people such as strobe lighting, chemicals or allergens?

#### 5. School Clubs and The Extended Day

- Are disabled pupils' access needs supported to attend school clubs and the extended day?
- Has the school and Local Authority reorganised transport so disabled pupils can attend?
- Have club & extended day activities been planned in an inclusive way?
- Is peer support and collaboration encouraged in these activities?
- Is pupil participation and achievement more important than attainment in these activities?

#### 6. Staff Recruitment and Retention Policy

- Does the school monitor the number of staff it has who count as disabled people under the DDA?
- Has the school set targets for the recruitment of disabled staff?
- Does the school operate a policy of positive discrimination up to target levels?
- Does the school give automatic interviews to applicants who are disabled who meet the minimum person specification?
- Does the school provide reasonable adjustments for disabled staff e.g. accessible accommodation, allowing additional time off for disabled staff, if necessary?
- Does the school encourage disabled staff to get support from Access to Work (Job Centre Plus)?
- Does the school operate measures to train and promote disabled staff?
- Have school managers and Governors had Disability Equality Training?
- Does the school support disabled staff in regularly meeting together to provide feedback on how school policies and procedures impact upon them?
- Does the school make reasonable adjustments to retain staff who develop impairments during the course of their employment?

#### 7. Anti-bullying policy

- Does the school anti-bullying policy specifically itemise the range of name-calling, unwanted comments and physical and psychological bullying which can be directed at disabled children and adults?
- Does the policy allow for the recording and monitoring of all such occurrences?

- Are disabled children and adults at the school positively encouraged to report all such occurrences?
- Have all pupils received training on disablism alongside training on sexism, racism/Islam phobia and homophobia in such a way that they empathise with the unfairness and injustice of such behaviour and attitudes?
- Have staff been trained to identify disablist bullying and name calling?
- Are pupils trained/appointed as ‘bully busters’ or ‘peer mediators’?
- Are all staff made aware of the anti-harassment guidance for staff and is it implemented

## 8. Sickness Monitoring and Leave

- Does the school distinguish between time off arising from disabled staff’s underlying impairment and general sickness?
- Does the school allow disabled staff additional time off for treatment for their impairing condition without penalising them?
- If staff develop a long-term impairment during the course of their employment does the school make adjustments such as light duties as a reasonable adjustment?
- Does the school vary the duties of disabled staff where necessary as a reasonable adjustment?

## 9. Equal Opportunities Policy

- Does disability equality have a separate strand in the school’s Equality Policy?
- Has the school developed a mission/vision statement about what it means about promoting disability equality?
- Has the school considered the multi-layering of different equality issues for disabled people e.g. gender and disability, race or ethnicity and disability, sexual orientation and disability, age and disability?
- Has the school set up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community?
- Are the school’s databases sufficiently detailed to reflect the performance and outcomes of disabled pupils as compared to non-disabled and sufficiently broken down by impairment group to reflect barriers?
- Are potential barriers in admissions, progression and transition identified and solutions to diminish or remove them included in policies?
- Do disability policies have clear action targets and a time scale for implementation?

## 10. Medical and personal care needs

- Have disabled children and their parents been consulted on how they want the procedure or administration of medication carried out?
- Does the dignity and discomfort of the disabled pupils’ figure as a major determinant of how procedures are developed?
- Are sufficient staff trained in the necessary procedures?
- Are all staff aware of what to do in a medical emergency?
- Are all teaching and support staff aware of the medical needs of each pupil on a confidential basis, with parental permission?
- Does a state registered nurse or doctor provide staff training on invasive care and administration of medicines?
- Are risk assessments carried out so that they are specific to the circumstances in each case?

- Does the school encourage disabled pupils, wherever possible, self-administer medicines and undertake procedures such as insulin injections or catheters?
- Does the school support the empowerment and development of self-esteem of the disabled pupils concerned?

## 11. Sex Education Policy

- Does the school sex education policy specifically take account of the needs of disabled children?
- Is the issue of sexual abuse and the right to say 'No' covered for disabled pupils with learning difficulties or those with communication impairments?
- Are the parents of all disabled children encouraged to allow their disabled children to have sex education?
- Are disabled pupils encouraged to recognise their developing sexuality?
- Are all pupils encouraged to respect difference and respect each other's identity?
- Are sex education materials available in a differentiated format suitable and accessible for all pupils?

## 12. Pupil participation in decision-making

- Does the School Council have disabled representatives e.g. Are places reserved for disabled pupils?
- Are disabled pupils given positions of responsibility such as playground buddies or mentors?
- Are the achievements of disabled pupils regularly celebrated at assemblies?
- Is space created in whole class forums or discussions for disabled pupils to express their views?
- Do staff know how to encourage and support disabled pupils in expressing their views?

## 13. Premises and Lettings Policy

- Does the school have an access policy?
- Does the school access policy follow the DfES Template?
- Does the school examine all capital projects to maximise access and reasonable adjustment?
- Does the school's letting policy itemise the access provided by the venue?
- Does the school's letting policy specify the type of adjustments that the school and other local services can provide?
- Is information about lettings provided in accessible formats e.g. Easy Read, Audio Tape, electronically or pictograms?
- Is the school's point of contact with the public fully accessible?
- Have school staff dealing with the public had disability equality training e.g. office staff, school keeping staff or the Bursar?
- Have evacuation procedures been developed and do they take full account of the needs of disabled people?

## 14. Complaints procedure

- Is this available for disabled parents (or carers) in a range of formats e.g. easy read, large print, audiotape?
- Does the school urgently seek to resolve any issues of concern raised by parents about their disabled children or by disabled pupils?

- Does the school have extra stages built into its complaints procedure to seek to resolve issues for disabled people?
- Are disabled Governors or outside experts on disability equality involved in resolving complaints?

## 15. Governance

- Are all Governors aware of their statutory responsibility to promote Disability Equality?
- Is the Governing Body and School developing an inclusive ethos?
- Does the Governing Body have regular training on the Disability Equality Duty?
- Does the Governing Body have disabled members and are they prepared to lead on inclusion and disability equality issues?
- Are Governors' meetings and proceedings accessible?
- In Governors' elections and co-options is positive discrimination exercised to appoint disabled governors?
- Does the Governing Body have disability monitoring results regularly presented to them?
- Has the Governing Body held consultations with disabled staff, pupils, parents and the local community to impact-assess their policies?
- Does the Governing Body have an Action Plan on meeting their responsibilities under the Duty to Promote Disability Equality?
- Are all Committees of the Governing Body contributing to developing the School Disability Equality Scheme?
- Does the Governing Body have a School Access Plan?
- Have they extended it to cover the new duties on disability?
- Have Governors revised school policies to fit the anticipatory duty and the duty to promote disability equality?

## 16. Curriculum Policy

- Does the school ensure that all pupils gain an understanding of the discrimination disabled people face and the negative attitudes and stereotypes that can commonly occur?
- Does the school ensure that some part of the curriculum in each year raises disability equality issues?
- Does the school ensure disability equality is raised in PHSE and Citizenship?
- Do disabled pupils feel comfortable explaining to their peers about the nature of their impairment, what prejudices they face and how they wish to be treated?
- Are disabled adults from local disability organisations encouraged to regularly address pupils?
- Are the achievements of disabled people displayed in positive ways?
- Do teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils e.g. negative stereotypes in literature, or arguments about terminating disabled babies in Religious Education or Biology?

## 17. Teaching and Learning

- Does the school ensure all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching?
- Is joint planning time made available during the school day for teachers and teaching assistants on a regular basis?

- Are staff familiar with P-Scale target setting and assessments for pupils with learning difficulties?
- Have all staff had Disability Equality Training and applied the outcomes to their planning and teaching?
- Do all teachers prioritise the essential knowledge they wish all pupils to gain from the lesson?
- Do all teachers organise the styles and methods of learning to suit the multi-various way pupils learn best?
- Do all teachers consider and implement the modifications necessary for the range of needs in the class?
- Do all teachers consider how pupils will demonstrate what they have learned?
- Do all teachers consider how to optimally organise the classroom for learning for all – in terms of layout, grouping, materials and use of support?

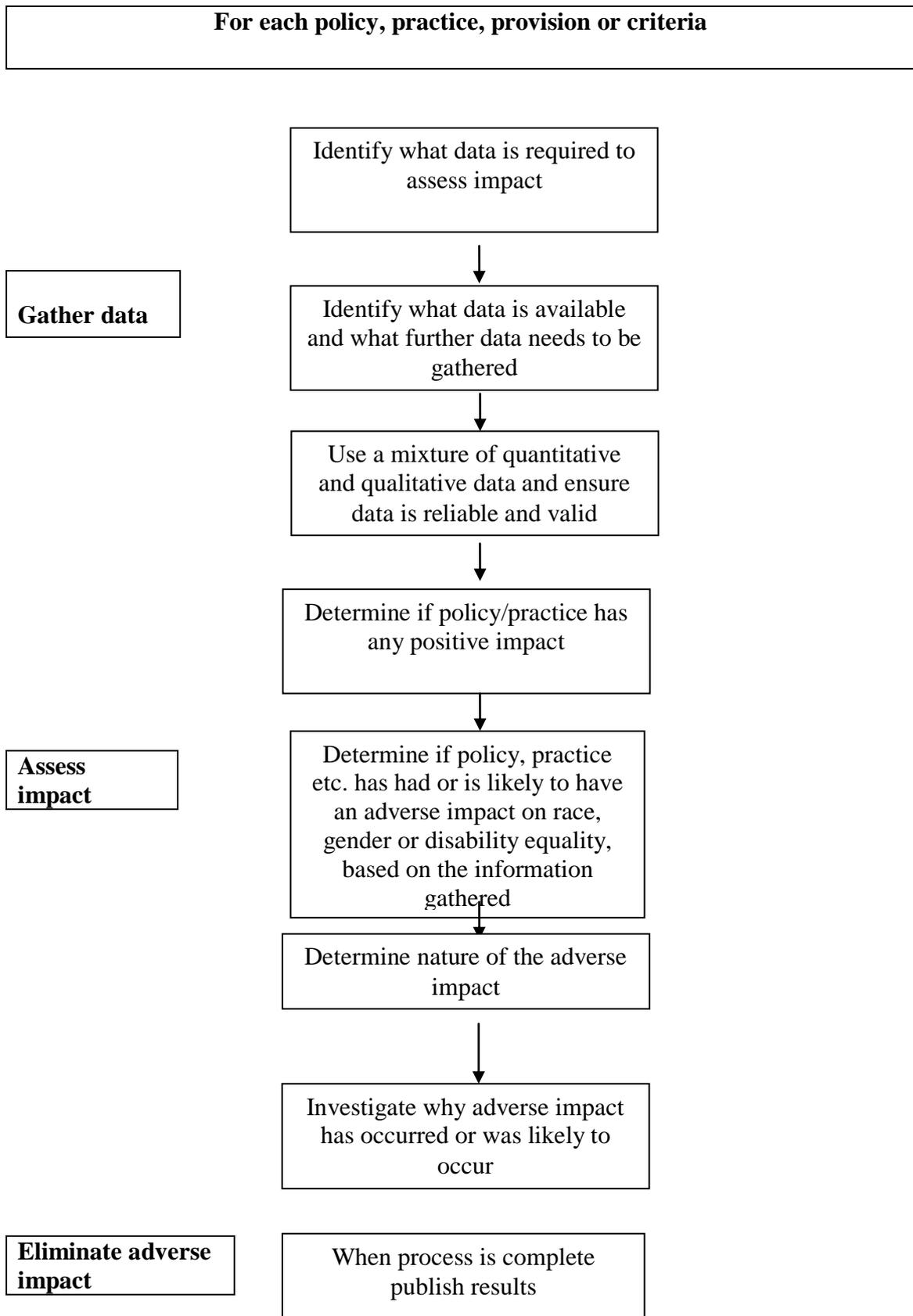
See attached checklist on ‘Creating an effective learning environment in which reasonable adjustments can take place’ from DfES Rap Project

## 18. Monitoring & Assessment Policy

- Does the school identify all disabled pupils in their databases?
- Does the school have ways to identify all disabled parents and their access needs?
- Does the school identify all disabled staff and their access needs?
- Do teaching staff ensure that they have methods in place to establish what disabled pupils have learned in each lesson?
- Is the progress disabled pupils make systematically recorded and monitored?
- Do staff know the adjustments that different disabled pupils they teach require e.g. extra time or an amanuensis?
- Are individual disabled pupils achievements recorded in addition to their general attainment levels?
- Do all teaching staff know how to differentiate the work for disabled pupils?
- Does a senior member of staff know how to apply for adjustments from the Exam Boards and the range of adjustments available from different Boards?

## Appendix 3

### Impact assessment flowchart



## **Mapping Exercise**

- Identify all formal and informal policies, practices, procedures and criteria
- Establish who is responsible for implementation
- Establish relevance to age, ethnicity/race, disability, religion/beliefs, gender, sexual orientation and prioritise as **High, Medium or Low** involving disabled people in the process.
- Determine if there is a scope for promoting race, gender, age, disability, sexuality or religion/belief equality within the policy, practice, procedure or criterion.

### **For each policy, practice, procedure or criterion**

#### **Gather data**

- Identify what data is required to assess impact
- Identify what data is available and what further data needs to be gathered
- Use a mixture of quantitative and qualitative data and ensure data is reliable and valid

#### **Assess impact**

- Determine if policy, practice etc has any positive impact
- Determine if policy, practice etc has had or is likely to have an adverse impact on race, gender, age, disability, sexuality or religion/belief equality on the basis of the information gathered
- Determine nature of the adverse impact

#### **Eliminate adverse impact**

- Investigate why adverse impact had occurred/was likely to occur
- Find measures or eliminate or reduce adverse impact
- Amend policy or practice as appropriate
- Assess changes for adverse impact
- Involve disabled people (at all stages of the process)
- Ensure that disabled people with a range of perspectives are involved
- Use a variety of accessible methods for consultation
- Take into account proportionality and relevance

# Equality Impact Assessments

## Impact assessment tool

General information		
1.	School:	
2.	Name/s of policy, procedure, or practice:	Name/s of policy, procedure or practice being impact assessed.
3.	Date of impact assessment:	Date impact assessment is being carried out.
4.	Is this a proposed or existing policy, procedure or practice?	Is it a proposed or existing policy, procedure or practice? (New policies, practices or procedures need an impact assessment)
Aims of policy and monitoring arrangements		
5.	What are the overall aim/s or purpose of the policy, procedure or practice?	State the aims of the policy, procedure or practice. These are the general statements about what the policy aims to achieve or its purpose.
6.	Who is intended to benefit from the policy, procedure or practice?	Who is the policy, procedure or practice designed to benefit? Is it everyone who lives, works in or visits the school, or a specific diverse group?
7.	Are any schools or partner agencies involved in the delivery of the policy, procedure or practice?	<b>Yes/No:</b> Increasing numbers of school activities are delivered with partners. If this policy, procedure or practice is delivered with agencies external to the school, please list them here.
8.	Has any related consultation within the school community taken place on the policy, procedure or practice within the last two years? E.g. health	<b>Yes/No:</b> If Yes, who was consulted and what were the findings? (this information will be needed to carry out a full impact assessment)
9.	Do you monitor the policy, procedure or practice in relation to any of the following? If no go to question 12	<input type="checkbox"/> Complaints <input type="checkbox"/> Eligibility criteria E.g. Admissions, school trips <input type="checkbox"/> Performance Indicators <input type="checkbox"/> Specific areas, E.g. Attendance, admissions, exclusions, behaviour <input type="checkbox"/> User satisfaction <input type="checkbox"/> Other (please state) _____ <input type="checkbox"/> None (monitoring of the policy will be required to meet statutory duties) Go to question 12

10.	If you answered yes to question 8 and 9, do you collect this data broken down by any of the following?	<input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Faith <input type="checkbox"/> Race <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Transgender <input type="checkbox"/> Other (please state) _____ <input type="checkbox"/> None ( monitoring of the policy by equality group will be required to meet statutory duties)
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**Making a judgement**

11.	Is there a need to gather more information than is currently available to assess the impact of the policy, procedure or practice?	<p><b>Yes/No</b> (If yes, state what information is needed and how this might be collected)</p> <p>Has this impact assessment exercise shown any gaps in your data? If so, what are they, and what information do you need to make a robust judgement?</p>
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12.	If the above, identified any gaps in information/data, is there any national data available/any experts that can be contacted to provide guidance on the issues?	<p><b>Yes/No</b> (If yes, what additional information is available, and what does it indicate?)</p> <p>Local data will be needed to meet statutory duties.</p> <p>If there is a lack of local data available to assess the impact of the policy, procedure or practice, it will be helpful to look at relevant national data, or seek the advice of experts.</p>
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13.	Based on your answers to the questions above, what is the relative priority of this policy, procedure or practice for full assessment?	<p><input type="checkbox"/> Low*    <input type="checkbox"/> Medium    <input type="checkbox"/> High</p> <p>*Low priority policies, procedures and practices do not have to under-go full assessment.</p> <p><i>Based on the evidence assembled and your answers to the questions above, what priority would you give the policy, procedure or practice for full assessment?</i></p> <p><i>High priorities would be where actual or potential differential access or high levels of complaints have been identified amongst a number of equality strands.</i></p> <p><i>Medium priorities might be policies where no information was available to make an informed judgement, and the reviewer was not confident in stating that to their knowledge, there was no negative impact.</i></p> <p><i>Bear in mind the target groups of the policy or practice. Grass cutting or road sweeping for example is likely to be low priorities whereas cultural and social services are more likely to be high.</i></p>
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14.	If you identified this policy, procedure or practice as a medium or high priority, why was this?	<input type="checkbox"/> It is a major policy, procedure or practice, in terms of its scale or significance for the school's activities <input type="checkbox"/> High relevance to equality, equal opportunities or good inter-group relations / likely to have a significant impact on people from diverse groups <input type="checkbox"/> Possible/actual negative impact identified. <input type="checkbox"/> Insufficient information/evidence to make a judgement. <input type="checkbox"/> Other _____
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**Fill in the remaining section, only if data is gathered about the policy, practice or procedure being impact assessed**

<b>Evidence of Possible Differential Impact</b>				
		<b>Yes</b>	<b>No</b>	<b>Issue / evidence</b>
15.	Is there any evidence that the policy, procedure or practice affects any groups differently, or that needs may be unmet?	If yes, state whether this is positive or negative		
16.	<b>Age</b> Year Group (pupils) Age range (staff)			
17.	<b>Disability</b> Mobility Sensory Learning Mental health			
18.	<b>Gender</b> Women Men Transgender			

19.	<b>Race</b>	White			
		Mixed			
		Asian or Asian British			
		Black or Black British			
		Gypsy Romany/ Irish Traveller			
		Chinese or other ethnic group			
		Other (please state)			
20.	<b>Religion &amp; Belief</b>	Faith Groups			
21.	<b>Sexual orientation</b>	Lesbian			
		Gay			
		Bisexual			
22.	Does the policy, procedure or practice effect any group differently. Can this be legally justified?	<b>Yes/No</b> If the evidence shows that a particular group/s is being affected differently by the policy procedure or practice, state here whether this can be legally justified.			
23.	Does the policy, procedure or practice miss any opportunities to promote equality or good inter-group relations?	<b>Yes/No</b> If the policy, procedure or practice misses any appropriate opportunities to promote equality of opportunity, or good inter-group relations, briefly highlight these here.			
24.	Is it possible to easily modify this policy, procedure or practice to address any issues highlighted above? Please give details of how and when this could be implemented.	<b>Yes/No:</b>  It might be possible to make a simple modification to the policy, procedure or practice to address any issues identified by the impact assessment process, which will offset any potential negative impact . If so, please indicate this here.			
<b>Compliance</b>					
25.	What concerns (if any) are there that the policy, procedure or practice: <ul style="list-style-type: none"> <li>• May not be legally compliant</li> <li>• May be having a negative impact on diverse groups</li> <li>• May not meet the needs of people from diverse groups.</li> </ul>	<i>Summarise any concerns highlighted by this process that the policy, procedure or practice may be having a negative impact on a particular group, or does not meet the needs of people from diverse groups. Examples of negative impact will include:</i> <ul style="list-style-type: none"> <li>• Unlawful discrimination</li> <li>• Adverse outcomes for any community</li> <li>• Exclusion of people with particular needs from benefits of policy, procedure or practice – i.e., is it likely to be accessed equally by all groups?</li> <li>• Negative stereotypes reinforced.</li> </ul>			
26.	If a legal basis for any negative impact has been identified, summarise here.	If a negative impact can be justified on legal grounds, please summarise this here.			

27.	What evidence do you have to support your answer to Question 25?	Explain what evidence is informing your answers to question 25 above. This might include a range of information, such as satisfaction surveys, monitoring data or written anecdotal reports from relevant staff.
28.	Following completion of evidence gathering and consultation and involvement, can you confirm that the policy, procedure or practice:	<input type="checkbox"/> Complies with legislation <input type="checkbox"/> Does not have a negative impact that cannot be legally justified <input type="checkbox"/> Meets needs appropriately <input type="checkbox"/> Where appropriate, actively promotes equal opportunities, and good relations between different groups
29.	<b>If you cannot confirm (28) above, what changes are required?</b>	Summarise any issues identified as a result of equalities impact assessment, the action/s required and any resource implications. These actions will form the basis for long-term strategic planning, and equality objectives and targets in business plans and other relevant strategies.

### Monitoring arrangements

30.	Do you have adequate systems in place to continue to monitor the impact of the policy, procedure or practice on diverse groups?	<b>Yes/No:</b>  If Yes, please summarise here:
31.	If not, what monitoring arrangements are necessary/proposed to effectively monitor future delivery of the policy, procedure or practice?	<i>If effective monitoring arrangements are not in place to continue to monitor the policy, procedure or practice over the long term, highlight this here, together with any proposals for remedying it. Where serious gaps are present, this can be reported to the SMT as part of your school's final report on the conclusions and key findings of the impact assessment process.</i>

### Additional comments

If you have any additional comments to make, please include here:

### SIGNED:

School Lead Officer:

On behalf of Senior Management Team: