



Ysgol Plas Brondyffryn Disability Equality Duty

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol- Secondary site- SLD

Gerddi Glasfryn – Residential Site

Please note that whenever the term Brondyffryn or School appear it is therefore referring to all of the above sites.

1. Description of School and its Community

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Condition (ASC) and associated specific learning difficulties aged 3-19 years. The school is able to accommodate up to 125 children/young people. Gerddi Glasfryn Residential accommodates between 26 – 30 children/young people on a part time basis. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language; however, education can be provided through the medium of Welsh if requested by the family and detailed in the Statement of Special Educational Needs. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

2. Description of Policy Formation and Consultation Process

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

3. Mission Statement

At Ysgol Plas Brondyffryn 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 Ysgol Plas Brondyffryn we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

4. The Disability Equality Duty (DED)

- **Definition of disability**

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 Duty**

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:

- 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.

5. Legislation.

The school will comply with the following legislation:

The SEN and Disability Act 2001

The Disability Discrimination Act 2005

The Race Relations Act 1976

The Race Relations Amendment Act 2000

The Gender Equality Act 2007

The Equality Act 2010

6. Aims:

- To treat all those within the whole school community (e.g. pupils, staff, governors, parents and members of the wider community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- To create a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.

- To promote mutual respect and valuing of each other's similarities and differences and facing equality issues openly.
- To identify and remove all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- To monitor, evaluate and review all of the above to secure continuous improvement in all that we do.

7. Roles and Responsibilities

The disability equality policy outlines the roles and responsibilities of everyone involved and connected to the school, so that each individual knows what is expected of them. Promoting equality and raising the achievement of all pupils is the responsibility of the whole school community:

7.1 Governors are responsible for:

- Ensuring that the school complies with the relevant equality legislation and will assess and monitor the impact of this policy according to the annual timetable of policy review via the Pastoral Committee.
- Receiving reports on incidents related to equality from the Headteacher in the Headteacher's Report.
- Ensuring the school equality scheme and its procedures are followed.
- Appointing one member of the governing body to have responsibility for monitoring this policy and acting as the designated governor for equality.

7.2 Headteacher is responsible for:

- Dealing with discrimination related incidents.
- Ensuring that any visitors and contractors know, follow and abide by the Equality Scheme.
- Ensuring that the School Equality Scheme and its procedures are followed;
- Ensuring that the race, disability and gender equality action plans are readily available and the governors, staff, pupils and their parents and carers know about them.
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination, including racist bullying and bullying related to gender or disability.

7.3 Staff are responsible for:

- Dealing with racist and other discrimination related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equal opportunities and good race relations;
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- Taking up training and learning opportunities;
- Having knowledge of this policy and the related ones.

8. Promoting equality:

- Through the ethos of the school.
- Ensuring that everyone associated with the school is kept informed about this equality policy and procedures, and abides by them. All staff will be trained in important aspects of the equality policy.
- The policies and procedures are regularly reviewed and their effectiveness evaluated.
- Pupil's achievement and progress:

- The school values the achievements and progress of pupils from all groups.
- All pupils have equal access to the curriculum and extra-curricular activities, subject to risk assessments.
- Curriculum, Teaching and Learning:
 - Ysgol Plas Brondyffryn promotes an inclusive curriculum which reflects the diverse nature of our society.
 - Curriculum planning takes account of gender, ethnicity, background, any disability and the language needs of all pupils.
 - The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
 - Assessment outcomes are used to identify the specific needs of pupils, inform policies, planning and the allocation of resources.
 - Teaching methods and styles take account of the needs of pupils from different groups and encourage positive attitudes to both sexes, all races and disabilities.
- Harassment:
 - Clear guidelines and established procedures for dealing with incidents of harassment or discrimination which are understood by everyone in the school community.
 - The monitoring system used by the school enables the school to report the relevant details where applicable to Denbighshire County Council each term, e.g. Incidents of a racist nature.
- Attendance:
 - The school monitors pupil attendance and uses the data to develop strategies to address poor attendance.
 - Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.
- Discrimination related comments made by parents/staff:
 - In the event of a comment being made by a parent or member of staff the witness should report the incident to the Head Teacher who will investigate and take up the matter with the person/s concerned.

9. Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Ysgol Plas Brondyffryn consulted with parents, pupils, staff and service users in the development of our Equality Act Policy via questionnaires.

10. Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Head Teacher who will facilitate the appropriate action (see school's complaints policy).

11. Monitoring of the policy

The school will monitor the impact of this policy and action plan on pupils, parents, staff and governors.

Monitoring will be done annually and will include a questionnaire to the whole school community. Findings will be used to improve the Disability Equality Scheme and feed into future practice.

12. Key Actions:

- Consult the whole school community via a questionnaire.
- Involve the whole school community in the drafting of this policy.

- Ensure all staff are aware of policy and follow its guidelines.

Policy recommended for ratification:	May 2010
Policy adopted:	May 2010
To be reviewed:	May 2011
Policy reviewed:	May 2012
To be reviewed:	May 2013
Reviewed:	May 2013
To be reviewed:	May 2014
Reviewed:	May 2014
To be reviewed:	May 2015
Reviewed:	May 2015
To be reviewed:	May 2016
Reviewed:	May 2016
To be reviewed:	May 2017

Equality Impact Assessment completed

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

Date completed:

April 2016

ACTION PLAN

KEY ACTION POINTS	TARGETS	TIMESCALE	BY WHOM	MEASUREABLE OUTCOME
1. Involve school community, especially those with a disability in the process.	Set up consultation/working group	Spring 2010	SLT	Group to meet and start consultation process
2. Promotion of equality of opportunity for disabled pupils via the life of the school.	Look at use of minibuses, swimming, educational visits, etc	Summer 2010	SLT/ EVC/admin staff	Use of minibuses is even and fair across all sites.
3. Ensure effective use language and communication systems.	Work with communication forum to continue developing communication systems. Identify pupils who would benefit from ICT enhanced communication.	On going	SALT Communication Forum SALT assistants SALT Communication Co-ordinator	Effective use of PECS across all sites. Ensure identified pupils have access to i-pads, laptops or chromebooks
4. Ensure access to buildings, activities and lessons.	Identify physical and other barriers to equality	Spring 2010	Buildings audits by county	Reports and action plan on accessibility plan
6. Finish sex and relationships scheme of work.	Working with John Sam Jones.	September 2010	SLT/ PSE co-ordinator	Scheme complete and in use across the school.
8. Write Rewards and Sanctions Policy	Write policy	July 2010	SLT	Policy approved by the Governing Body
9. Develop cultural exchange links through Global awareness.	Write policy	Sept. 09	SLT JR, FK to lead.	Policy approved by GB. School part of Denbighshire's Forum
10. Complete PSE scheme of work to be used across the	Produce a scheme of work to be used across the whole	September 10	SLT PSE co-ordinator	Scheme of work completed and

whole school	school			used across all sites
11. Extend induction training programme for new staff in all settings.	Extend existing programme	September 10	SLT	Improved induction plan used for all existing and new staff
12. Develop induction/transition programme for pupils.	Create a transition Policy Transition activities for Summer term for transitional pupils	Summer 09	SLT	Transition policy approved by GB Transitional activities set for transitional pupils for the summer term
13. Develop the playground facilities at Park Street	To find funding To involve pupils on designing new playground	September 09	SLT Friends LEA Students	Funding found Designs created and selected Playground developed
14. Extend the area of the playground and its facilities in the Primary Site	Liase with County and neighbouring schools. Extend area and move fence. Install sunken trampolines	February 2016	LA SLT School staff	Approve reached, fences moved and trampolines installed
15. Develop the playground facilities at Ty'r Ysgol	Purchase and install a nest swing	February 2016	SLT School staff	Swings installed and in use