

DISABILITY EQUALITY STATEMENT – PUPILS

Introduction

Plymouth College and Plymouth College Prep School are committed to promoting equality for all. This statement represents the response of the Governing Body to its duties equality for disabled people.

The Involvement of Disabled People

We are committed to the involvement of disabled people in the development of this statement. The following steps have been taken to secure this involvement:

- Any disabled members of staff will be involved in the group devising this statement;
- Parents of disabled children attending the school will be asked to contribute;
- The School has had regard to the Local Authority protocol; and
- The School Council has been asked to comment on the treatment of disabled pupils by staff and their fellow pupils in school.

Impact Assessment

We are aware that any statement must be backed up by action. In this initial stage we will:

- During the period that this statement remains in force (3 years) we will review all policies and practices on a rolling programme in respect of their effect in promoting disability equality;
- We will collect and analyse relevant statistical information (see below);
- We will collect qualitative information on the confidence and enjoyment of disabled people (see below)
- We will review advertising with a view to making it more encouraging to disabled people.
- We will examine information for parents and transfer induction for children with a view to making it more encouraging for children;
- We will make appropriate reports (see below);
- We will introduce an equality assessment on new developments; and
- While the numbers of disabled people in a relatively small organisation make targets impossible to set with any validity, we will aim to increase over time the number of disabled people in our employment and attending the school.

Information

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly we will collect the following information:

- Data on the employment of disabled people. Disability monitoring. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year on year fluctuations;
- Qualitative information from disabled employees or would be employees. This will include an exit questionnaire;
- Performance data for disabled children;
- Disciplinary data for disabled children; and
- Qualitative and quantitative information on the effect of interventions in regard to disabled children.

Use of Information

- The information collected will be reported to the Governors’;

- A summative report will be made Governors annually;
- It will be taken into account in decisions regarding staffing, curriculum and premises development; and
- It will form part of the discussion with Heads of Departments on their annual Development Plan and in the drawing up of the school's annual Self Evaluation and Improvement Plan.

Actions Taken

The actions that the school has taken so far in regard to disability equality are to publish a School Accessibility Plan and a Special Education Needs and Disability (SEND) Policy.

Reporting

The actions of the school in regard to disability equality will be reported annually to Governors.

Revision

The Headmaster(s) and senior staff will draw up a revised Statement, including Special Educational Needs co-ordinator, involving disabled people and taking account of the actions taken during the life of this statement and information collected on its operation. The revised statement will be subject to approval by the Governing Body.

D.J.W. Baylis, OBE
Bursar

Reviewed: January 2015
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