



DDA EQUALITY SCHEME

College Ethos, Vision and Values

Aurora Boveridge College is committed to ensuring equal treatment of all its employees, students and any others involved in the College community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The College will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

1. What do we understand by disability?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para.

1.1.) This definition was amended and broadened under the Equality Act 2010:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment, the need for it to be clinically well recognised has been removed.

Disability Equality in Education recommends that all students with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day to-day activities.

This College uses the “social model” of disability,

Aurora Boveridge College recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers that exist in the education system and in society as a whole.

2. Colleges Strategic Priorities

- Ensure Individual Impact Assessments are completed for all students and staff with disabilities.
- Performance, attendance and social inclusion.

3. Strengths and Difficulties

Strengths

- Good ratio of support for all students.
- Differentiated curriculum.
- All students have pastoral support plans that identify individual needs and support.
- Zero tolerance of bullying, harassment and racial incidents.
- PSHEE Curriculum, including programmes which promote an understanding of the needs of disabled people.
- Genuine commitment to meeting the needs of disabled people.

Difficulties

- Welfare facilities for disabled people are limited. Access and egress is manageable for physically disabled people, the building has wheelchair access through the rear entrance, and the College undertakes PEEP's (Personal Emergency Evacuation Plan) when necessary to ensure, in the case of fire, that individual needs are considered.
- There are limited welfare facilities such as a disabled toilet.

(The College has been developed from an old existing listed building which stood prior to the introduction of current legislation).

The College shall endeavour to ensure that all new building work is compliant with Equality Act 2010 legislation.

The General Duty

Aurora Boveridge College will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it means not pretending they do not exist and not representing them anywhere at all.
- Encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled young people in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.



Specific Duty – How will we meet the general duty?

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of College life and demonstrates how we are seeking to meet the specific duty.

1. Involvement of disabled people in developing the scheme.

2. Developing a voice for disabled students, staff and parents / carers.

The College council includes students who have been elected by their peers.

3. Removing Barriers

The College is extremely pro-active. Where young people are identified as experiencing specific difficulties every effort is made to ensure that this does not affect their experience within College i.e.

- The curriculum is differentiated appropriately to match the level for the student. Large print, coloured paper and special equipment can be used to support specific needs. Regular meetings are held to discuss the child's specific needs and this information is shared with all staff. This ensures staff deliver lessons that can be accessed by all students regardless of their disability

The Vice Principal ensures that concessions are applied for in appropriate cases.

Equal opportunities is considered and addressed when planning any new building work. The Accessibility Plan is consulted and areas of concern are addressed (see action plan).

4. Eliminating harassment and bullying

Aurora Boveridge College operates a zero-tolerance policy on bullying and harassment.

Reasonable Adjustments

The College is committed to ensuring adjustments are made promptly and effectively.

5. Contractors and procurement

A named officer will be identified at the outset with contractors / visitors to ensure that issues are raised at the earliest opportunity. The College will make every effort to make reasonable adjustments in order to support those with disabilities.

6. Information, performance and evidence



- A. Student Achievement / Status / Attendance
- B. Learning opportunities

The College offers a varied and balanced curriculum which is accessed by everyone regardless of disability. Differentiation is applied accordingly when necessary.

- C. Admissions, transitions and Exclusions

Prior to a place being offered in the College students will be subject to an interview process which will consider the specific needs of the prospective student

- D. Employing, promoting and training disabled staff

Training is identified via performance management which is equally accessible.

7. Examinations

In the event of any of our students being in need of additional support or access due to a disability during the examination period the College is prepared with a number of contingencies so any permanent or temporary disability will not affect the student's ability to complete and attempt any exam.

The following measures will be taken:

- All examinations, regardless of the equipment needed (access to computers, controlled assessments in Science for example) can be scheduled to take place on the ground floor in the library, dining hall or assembly hall depending on the requirements.
- Prior to examinations, any possible issues will be identified so that any additional measures can be secured for the benefit of the student.
- Any student with pre-existing known disabilities will be allowed the usual support that are entitled to and any access arrangements will be applied for. These students will be entitled to the same support they receive in daily lessons and are deemed necessary in light of their disability. Access arrangement assessment will be completed by the College Educational Psychology service and coordinated by the College SENCO.
- Should, in light of temporary loss of mobility (following an accident resulting in the need for crutches or the use of a wheel chair) special arrangements will be made so that the student is collected separately from their usual transport so their attendance is secured. The SLT will be responsible for liaising with the parent/carer and ensuring the attendance and access to the College via the ramps we have at College (disability access through back entrance if needed).



Please note that in the event of a critical incident and the College premises could not be used then the Contingency Plan would supersede the above measures and then these measures would be applied to our alternative venue (Cranborne Middle School) where possible.

Accessibility Plan 2017- 2020

External Access					
Ensure that access is tidy and unobstructed.	Housekeeping throughout the building does not hamper access - New Disabled parking close to access point.	All staff	On going	Students, staff and visitors will have safe access to the College site and buildings	Monthly site health and Safety walk though assessments.
Enable safe entry and egress from main building.	College undertakes Personal Emergency Evacuation Plans where necessary to ensure, in the case of fire that individual needs are considered.(no current PEEPS 2017/2018)	Principal		Improved provision for student should need arise	Supplemented with Health and Safety Committee meetings (monthly)
	Monthly site health and Safety walk though assessments.	Senior Keyworker	On going	All hazards removed and provision checked	
	New disabled access ramps purchased and stored in the laundry room.	Senior Keyworker	From Nov 2017	regularly	
	Access ramps are positioned to enable timely egress.	Business manager	Dec 2017		
Ensure appropriate lighting in place	Lighting improved throughout the College - Emergency lighting in place.	Business manager	By December 2017	Better standard of lighting in teaching base	

Teaching and Learning					
Ensure staff are aware of disclosed disabilities in order for appropriate measures to be applied access arrangement for text size etc.		Teaching staff	Dec 2017/2018	All students will make progress unhampered by any disability	Principal / SLT
Resources should reflect a greater range of abilities / disabilities.	To allow access arrangement testing for all appropriate KS4/5 students being entered for functional skills/GCSE in summer 2018 or before	Vice principal	December 2017/2018	Appropriate support secured via professional assessment made for students to ensure progress and reduce barriers related to diagnosed conditions	Principal
Upper floors not accessible to wheelchair users.	Adjustment to rooming to allow for ground floor rooms to be used for students with temporary need for crutches or wheelchair access.	Vice principal	When required		Principal/Exam Officer
Welfare / Facilities					
Provision of disabled toilet where possible	Disabled toilet in place on ground floor plus visitors	Vice principal	ongoing	Appropriate welfare facilities in place.	Principal
Ensure any further building work meets the requirements of the DDA.	Building assessed on Monthly H & S walk through audit by PB (ROSM) and Peter Harkness (Aurora Group Health & Safety Manager)	Principal	Dec-17	New / adapted facilities in line with DDA taking account of listed building status	Principal



Ensure that there is provision in place to accommodate visitors and contractors.	Alternative medical facilities allocated for individuals unable to access the upper floors – first aid kits in office – staff room.	Principal and first aid staff	Dec-17	Room with suitable privacy allocated on ground floor and First Aid staff fully aware.	Principal
Monitoring and Evaluation:					
It is the responsibility of the Principal/teacher, to ensure that Aurora Boveridge College fully complies with the Disability Discrimination Act 1995 and the Disability Amendment Act 2005.					