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Isle of Wight Disability Equality Scheme - Schools

## **Foreword**

By 2020 our vision will be of ...

A progressive Island built on economic success, high standards and aspirations, and a better quality of life for all.

As Island schools our aim is to promote the well being of all those in the school community, students their parents, carers and families and the wider community, to ensure they are supported in living independently and can participate fully in public life.

We have a social responsibility to ensure no one experiences discrimination on the grounds of his or her gender, age, sexuality, ethnicity, belief or disability. To this end we will ensure we care for people in a way that best meets their needs, encouraging adults, children and young people to make their own choices and to be confident enough to take their own risks.

We recognise that to improve our schools we must promote a culture that is sensitive and a curriculum that is inclusive, accessible and appropriate and provided without discrimination.

This is the first disability equality scheme for Island schools and we fully support the actions contained within it. Children and young people are our future and we must do everything that we can to ensure that future is one where all children and young people are safe, healthy, can enjoy and achieve, have opportunities to make a positive contribution and achieve economic well-being

## Introduction

The Disability Discrimination Act (DDA)(1995) was introduced to improve opportunities for disabled people. It is unlawful to discriminate against a person because they have a disability, and schools must show no discrimination, and recognise that they might be required to make reasonable adjustments to ensure that staff and other adults and students can access the curriculum and other provision. We will take steps to raise awareness of this commitment with staff and students and the wider community.

The Disability Discrimination Act (1995) has been in place for more than ten years, yet there are still barriers that prevent disabled people from equitable access. We want the actions contained within the scheme to make real differences to the lives of disabled people who live on the Island. Everyone at some point in their life will have a disability whether that is temporary or permanent; making these improvements now will ensure that we improve our services for everyone.

The DDA has been amended by the Disability Equality Duty in 2005 and requires all public sector organisations to actively promote disability equality and is positive in that it aims to bring about a shift from a legal framework that relies on individual disabled people complaining about discrimination to one, which the public sector becomes proactive for change.

The government has improved the disability equality legislation to ensure local authority areas have in place a disability equality scheme by December 2006 and has set out a vision for disability equality:

*“BY 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society.”*

The Disability Discrimination Regulations 2005 require a public body including schools, colleges and universities to produce and publish a disability equality scheme, secondary schools by December 2006 and primary schools by December 2007. The regulations and its code of practice require that:

1. A public authority, in the case of schools this is the Children’s Services Directorate should publish a disability equality scheme demonstrating how it intends to fulfil its general and specific duties;
2. A public authority should involve disabled persons in the development of the scheme.
3. The content of the scheme is prescribed.

All schools on the Island are committed to the equality and diversity agenda and the Children’s Services Directorate will support this commitment.

## The General Duty

The development of the Disability Discrimination Act in 2005 puts a statutory duty on public sector organisations to promote equality of opportunity to actively promote disability equality and they must have due regard to the need to eliminate unlawful discrimination and promote equal opportunities for disabled people. The General Duty has implications for the education sector and the way that Children's Services deliver equal opportunities for disabled students, staff and parents, carers and families.

Both the General and Specific duties place equality at the centre of policymaking, strategic planning, service delivery and employment practice. Under the duties, we must:

- ❖ Eliminate unlawful disability discrimination;
- ❖ Promote equality of opportunity;
- ❖ Promote positive attitudes to disability;
- ❖ Consider how to eliminate harassment;
- ❖ Encourage the participation of disabled people in public life.

Each public authority is required to follow statutory codes of practice to meet both the general and specific duties. The duties relate to policy, services and employment. We are committed to addressing and removing policies, processes, practices and behaviour within our organisations that support direct or indirect discrimination, or that fail to promote equality.

Promoting equal opportunities, preventing discrimination and valuing diversity is fundamental to building effective services, it promotes social inclusion and maintains the all Island vision to create opportunities and a better quality of life for all.

We will value the diversity and contributions of people who use and provide Island services and other stakeholders and colleagues and treat everyone with equity, dignity and respect.

The Disability Equality Scheme must:

- ❖ Involve disabled people in producing the scheme and developing an action plan
- ❖ Identify how they will gather and analyse evidence to inform their actions and track progress
- ❖ Set out how they will assess the impact of their existing and proposed activities on disabled people
- ❖ Produce an action plan for the next three years

Schemes produced by educational bodies (e.g. schools) will also need to give particular consideration to the effect of their policies and practices on the education opportunities and achievements of disabled learners.

## An overview of the Isle of Wight

The Isle of Wight lies off the south east coast of England. The Island covers 380 square kilometres in area and is 13 miles from north to south, and 23 miles east to west. The Island's population of 136,000 is the largest of any UK island. Twenty-eight per cent of the population is of retirement age (60 or over), compared to 21 per cent for England and Wales.

The English Indices of Deprivation (2004) reveal that six areas on the Island are in the top 20 per cent most deprived areas nationally (when assessed using the Index of Multiple Deprivation (IMD)).

The Island has a special environment and is home to a rich variety of important flora and fauna. European Union or UK designations protect 70 per cent of the Island. The environment is one of the main factors in attracting tourists to the Island.

With regard to disabilities, the Island Census information and other indicators provide the following information:

	<18	18-64	65+	Age Not Recorded	Total
Children's Disability	42	3			45
Learning Disability	26	582	68	12	688
Mental Health	18	4805	828	49	5700
Physical Disability	157	2650	9615	244	12666
<b>Total</b>	<b>243</b>	<b>8040</b>	<b>10511</b>	<b>305</b>	<b>19099</b>

*Source: Isle of Wight Resident's Disability Needs Summary as at 19/06/2006*

		<18	18-64	65+	Age Not Recorded	Total
Children's Disability	N2 Child's Disability/illness	42	3			45
Learning Disability	Learning Disability	26	582	68	12	688
Mental Health	Dementia		1	81		82
Mental Health	Mental Health	17	4789	317	45	5168
Mental Health	Mental Health / Dementia	1	15	430	4	450
Physical Disability	Elderly Frail		2	99		101
Physical Disability	Phy+Sensory Disab/Frailty	155	2479	8781	217	11632
Physical Disability	Physical Disability Permanent	1	27	575	23	726
Physical Disability	Physical Disability Temporary		38	125	2	165
Physical Disability	Sensory Disability Dual Sensory Loss			3		3
Physical Disability	Sensory Disability Hearing Impairment		2	18		20
Physical Disability	Sensory Disability Visual Impairment	1	2	14	2	19
<b>Total</b>		<b>243</b>	<b>8040</b>	<b>10511</b>	<b>305</b>	<b>19099</b>

*Source: Isle of Wight Resident's Disability Needs Categories as at 19/06/2006*

Age Group	Number of Blue Badge Holders
<18	150
18-64	2109
65+	4830
Age Not Recorded	34
Total	7123

*Source: Isle of Wight Resident's Blue Badge Summary as at 19/06/2006*

## **Involving disabled people**

Local service providers have worked over a number of years to develop improvements to public buildings. The approach has been to improve the physical access into buildings.

The social model of disability identifies that it is the barriers of every day life that 'disable' people – both physical and attitudinal. In understanding the Social Model – the following definitions may assist:

Impairment                      Lacking part or all of a limb, or having a defective limb, organ or mechanism of the body

Disability                        The disadvantage or restriction or activity caused by a society which takes little or no account of people who have impairments and thus exclude them from participation in the mainstream of social activities. Disability like sexism and racism, is discrimination and leads to oppression

Whilst language is important, it does not provide evidence of good practice actions and attitudes will provide that and will therefore increase equality of access. Children's Services will work with schools to ensure that educational provision is accessible, effective, reassuring and respectful but most of all offers choice to the individual.

A key part of the development of this document was to identify the barriers that disable people face and a public involvement day took place during September 2006. Consultation is taking place within schools with students, staff and parents and the results incorporated into individual school action plans.

## **Implementing the scheme**

The scheme will be promoted in schools and action plans will be reviewed annually. The scheme is for three years and will be reviewed again during 2009 and a second plan published in December 2009.

## **Impact assessment**

Race and disability impact assessments are required by law for all public sector organisations. Impact assessments are a way in which services can systematically find out whether a policy or service has an adverse impact for any particular group or individual. Children's Services have developed a self-evaluation tool that will enable schools to undertake an impact assessment. Workshops were carried out during the spring of 2006 to promote and demonstrate this toolkit. (SEF toolkit can be found in appendix A).

An important aspect of the impact assessment process is to obtain information about the barriers that disable adults, children and young people from accessing the curriculum and facilities. This information is then used to make improvements across the school to address the issues raised by the assessment.

## **Publishing the scheme**

The scheme will form part of Children's Services equality and diversity plans. It will be available on websites and in a range of alternative formats on request.

## **Monitoring the scheme**

Annual progress reports will be published through the Children's Services Committee to the public. Schools and their governing bodies will review individual action plans. The scheme will be reviewed during 2009.

## **Contact**

For enquiries about this scheme please contact:

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## DIVERSITY SELF-EVALUATION TOOLKIT

### Appendix A

LEADERSHIP, MANAGEMENT & GOVERNANCE (SEF section 6)	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
RELIGIOUS BELIEF	We are aware of the different religious beliefs of its pupils and its statutory requirements.	We have a named person for ensuring religious beliefs are understood. We have a policy that meets the statutory requirements. Policy reflects prescribed content in government guidance. Policy is publicised to parents and carers in an appropriate format.	Named person and headteacher contributes to strategic direction on policy and provision in school. Named person monitors teaching and quality of outcomes for different individuals/groups. Policy sets out clear criteria for accessing existing and additional provision.	Well established systems of teaching and impact of additional provision. SMT work together to ensure appropriate provision that inspires and motivates different faiths. Data related to the needs of individual/groups of pupils routinely informs this process. The policy is a live document.
DISABILITY (taken from the SEN SEF)	Our SMT and governing body have prepared the statutory plan for improving access for disabled children to the school premises and our curriculum. We have arrangements in place for the provision of information in a range of formats to children and parents/carers with disabilities. We have told parents/carers about our policy and arrangements and we report to them annually on our success in improving accessibility.	We have drawn up a statutory access plan in the light of audit of the school, indicating how far it offers inclusive learning opportunities. Resources have been allocated against the access plan in the light of this audit. Some of our staff have had training in disability awareness. Our curriculum includes regular planned work to promote the positive valuing of difference and diversity.	All staff and children have had training in disability awareness. Some work on disability is undertaken within the PSHE and citizenship curriculum. Resources have been allocated to ensure that adaptations are made to our buildings over time. Work is underway to further develop our teachers'/practitioners' skills in curriculum differentiation. We have proactively reviewed our policies and practices (e.g. on school trips, bullying and health and safety) to ensure that they do not discriminate against disabled children. Resources used in school promote positive images of disabled people.	Our arrangements for monitoring the experiences of vulnerable children are embedded in school systems, roles and responsibilities in a continuing effort to minimise discrimination. We understand and have adopted a model of disability in which barriers to learning and participation are perceived as arising from the environment rather than residing with the disabled person. All of our staff consider it their responsibility to remove these barriers through inclusive teaching strategies. They receive appropriate support in doing this.
SEXUALITY	We are aware of the statutory requirements.	We have a named person for ensuring sex education is provided. We have a sex education policy/statement.	The policy is regularly reviewed and the impact on sexuality is monitored.	Issues of prejudice outside the school which involve children are addressed.

LEADERSHIP, MANAGEMENT & GOVERNANCE (SEF section 6)	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
<p>RACE EQUALITY - This section should also take account of language, ethnic group including travellers, asylum seekers, refugees etc.</p>	<p>School is aware of its statutory duties under the Race Relations Amendment Act (2000). Race equality policy is in place. Serious racist incidents are recorded, reported and responded to appropriately. Relationships within school are generally positive. There is an anti-bullying policy in place.</p>	<p>Race equality policy in place and being implemented. All racist incidents are recognised, recorded, monitored and managed effectively. A whole-school behaviour management policy is in place, consistently implemented and seen to be fair.</p>	<p>Race equality is explicitly planned for and developed across the curriculum, and permeates it. All school policies are regularly reviewed and their impact on race equality is monitored. Parents and pupils are regularly consulted.</p>	<p>Race relations in the school community are excellent. Incidents of racism beyond the school which involve children are addressed. The school acts as a positive role model for race relations and positive attitudes for the wider community. The school publishes the results of monitoring, including attainment data by ethnicity.</p>
<p>ALL</p>	<p>School is aware of the requirement not to discriminate against race, religion, gender, sexuality, disability and age in relation to staff &amp; governors' recruitment and deployment.</p>	<p>All staff and governors have access to professional development opportunities.</p>	<p>Continuous monitoring of the professional development of staff and governors is undertaken.</p>	<p>Staff and governors receive mentoring from both within the school and outside.</p>
<p>AREAS FOR DEVELOPMENT</p>				

QUALITY OF PROVISION (SEF section 5)	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
GENERAL	<p>Efforts are made to select texts which reflect cultural diversity. Care is taken to activate prior knowledge and teachers are beginning to make learning contexts more inclusive and familiar through the use of names, food, buildings, clothing, special events, etc.</p> <p>Displays, resources and curriculum choices are beginning to reflect and value the diversity of the school.</p>	<p>Fiction and non-fiction texts, particularly in literacy, reflect the cultural diversity of the school and include authors from a range of cultures. British people from diverse backgrounds are represented in positive ways. Tokenism and stereotyping is avoided. Schemes of work across the curriculum take account of pupils' cultural and religious heritage and interests. Children confidently use names and situations from their own cultures/contexts in their writing. Opportunities are found to emphasise diversity, similarities and differences.</p> <p>School uses a wide range of methods to stimulate and motivate pupils and enhance learning</p>	<p>Choices made from Programmes of Study are designed to be motivating and relevant for pupils from minority ethnic backgrounds. Opportunities are created across the curriculum to emphasise the achievements and contributions of people from diverse ethnic backgrounds and to teach children to recognise and resist bias, stereotyping and racism.</p> <p>The school environment is systematically monitored and evaluated to ensure it promotes inclusion and learning for all. Pupils participate in the establishment of the school environment. Their cultural and personal experiences are reflected, valued and extended.</p> <p>Curriculum choices reflect and extend pupils' cultural and personal experiences.</p>	<p>Pupils are taught about human rights and national as well as global dimensions of political, social, historical and economic development. Pupils learn to approach texts critically and to understand that language is never neutral or impartial.</p> <p>Teachers/practitioners are ambitious for children and expectations of learning are high. All pupils are involved in decisions about the whole-school environment.</p>
RACE EQUALITY	<p>We have policies on Race Equality, EAL, Intercultural Education, Equal Opportunities and action plans inform monitoring implementation. Systems are in place for monitoring pupil performance by ethnicity/EAL but data is not always used effectively to address under-achievement.</p> <p>Pupil profiles and school records include information about home language, religion, ethnicity etc.</p>	<p>Separate Race Equality policy approved/monitored/reviewed by governing body.</p> <p>Management team has identified strengths/weaknesses of EAL and race equality provision and policy and has appropriate plans for improvement</p> <p>Good monitoring/reporting of Ethnic minority/EAL pupil progress against group and individual needs – linked to future targets setting. Pupils with EAL make good progress.</p>	<p>Race Equality Policy process includes auditing and involves all staff. Race Equality Action Plan links to strategic planning. Impact assessment lead to clear targets for addressing race equality issues.</p> <p>Robust framework for monitoring – EM pupil attainment/progress/attendance and feed into target setting. Good progress is made.</p> <p>All school staff have received training and are confident in dealing with racial incidents</p>	<p>Race Equality Action Plan has short, medium and long term targets and includes arrangements for impact assessment. Staff, governors, pupils and parents are regularly consulted on race equality, implementation and review. Compliance with race equality is a feature of contracts with all service providers.</p> <p>Very effective systems for analysing pupil performance, attendance, exclusions and parental participation – by ethnicity; this information feeds into target setting and planning.</p>

QUALITY OF PROVISION (SEF section 5)	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
	<p>We have a policy for dealing with racial harassment and clear procedure for handling complaints and incidents. All staff are aware of these procedures.</p> <p>Incident logs are forwarded to the LA as soon as they are completed.</p> <p>Formal report to staff/governors at least once a year re incidents and school response.</p>	<p>Most school staff are confident in dealing with racial incidents. Regular inclusion of race equality issues in agendas of meetings.</p> <p>Effective CPD and liaison with school staff</p> <p>Good range of curriculum opportunities to explore cultural diversity.</p>	<p>All members of school community are informed/trained about race equality, racial harassment policies/procedures and abide by them.</p> <p>Governing Body has nominated governor with responsibility for race equality issues.</p> <p>Attention is given to parental needs (such as EAL) in communications.</p>	<p>Managers are aware of differences in EM pupil performance between national, local and school averages for KS1, 2, 3 and GCSE (as appropriate). School regularly use this information to redress any under-achievement, using appropriate and innovative initiatives, projects and resources.</p> <p>Aspirational targets set for EAL learners. Progress of EAL pupils is excellent.</p> <p>School's commitment to race equality and combating racism is made clear in the school prospectus, staff handbook, SIP, displays and in school meetings.</p>
ALL	<p>Support is in place for children with AEN, based on identification of individuals' needs including in Statements.</p>	<p>Provision across our school is regularly audited so as to identify gaps. The identification of these gaps contributes significantly to our SIP.</p>	<p>There is a coherent system for auditing learner need in terms of underachievement, SEN, behaviour and social need, the needs of EAL learners and those from minority ethnic groups. We use this audit to identify year groups and classes where additional provision is required, and plan accordingly.</p>	<p>We have a provision map for inclusion in place and this is reviewed each year. It draws on an audit of children's needs and on information about the effectiveness of different forms of provision. We routinely evaluate the impact of provision on the progress made by children with SEN. We use this audit to identify year groups and classes where additional provision is required, and plan accordingly.</p>
AREAS FOR DEVELOPMENT				

GATHERING VIEWS	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
ALL	On an annual basis we seek the views of learners, parents/carers and other stakeholders.	Throughout the year we gather the views of all members of the school community associated with diversity. We use a range of formats, e.g. school council, parent focus groups, questionnaires, meetings.  Impartiality is ensured for some of these formats.	Throughout the year we gather the views of all members of the school community associated with diversity. We use a wide range of formats, e.g. school council, parent focus groups, questionnaires, meetings, Viewpoint, ICT mechanisms. We ensure the impartiality of the information gathered.	Throughout the year we gather the views of all members of the school community associated with diversity. We use a wide range of formats, e.g. school council, parent focus groups, questionnaires, meetings using external agencies.
AREAS FOR DEVELOPMENT				

PERSONAL DEVELOPMENT	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
ALL	<p>Classroom organisation is comfortable and flexible. The ethos builds confidence and self-esteem. Teachers/practitioners know what other languages EAL learners speak. The supportive role of adults who share pupils' languages and cultures is recognised.</p>	<p>All staff recognise the central role of relationships in learning and teaching. They model and promote values, attitudes and behaviour supportive of race equality. It is evident that bilingualism and cultural diversity are valued. All staff are interested in and learning about the cultural and religious backgrounds of the pupils. The supportive role of peers who share language and culture is recognised and developed. Pupils are encouraged to be active and collaborative learners.</p>	<p>Pupils are confident in their sense of personal identity. They are listened to and seen as collaborative constructors of knowledge. They come up with their own examples and analogies and readily link new learning to their experiences. Staff are knowledgeable about the linguistic, cultural and religious backgrounds of the pupils and families.</p>	<p>All staff understand and empathise with the political and social factors which affect the lives of their pupils.</p> <p>Pupils listen to each other's points of view, values, beliefs and conflicting allegiances are discussed. Similarities are identified and differences respected.</p>
AREAS FOR DEVELOPMENT				

## Guidance for Schools

**Developing and using a Disability Equality Scheme****Stage 1 – Involving disabled people**

The Disability Equality Duty (DED) requires that disabled people should be involved in producing a Disability Equality Scheme. Disability Rights Commission (DRC) guidance makes it clear that involvement should not be confused with consultation; and requires a 'more active engagement with disabled stakeholders at all stages.' This involvement needs to be budgeted for, and to take account of ongoing communication rather than assuming that 'one-off' involvement is sufficient. Local authorities and schools may wish to involve disabled students in developing their schemes, or draw on the wider community by, for example, involving disabled people through links to:

- ❖ Local organisations of disabled adults, children and young people
- ❖ Existing forums, such as disabled networks
- ❖ Setting up specialist forums of disabled adults, children and young people (where none exist at present)
- ❖ Workplace trade unions

It is important to consider the involvement of the full diversity of disabled people in terms of the type of impairment and barriers people experience, as well as other equality issues such as ethnicity, age, gender, sexual orientation and religion or belief.

**Stage 2 – Mapping**

This requires public authorities, including schools, to take stock of how their current practice complies with the requirements of the DED, and how they identify key actions that would improve disability equality. Schools will need to look at the effect of their policies and practices on disabled students. They will also need to consider whether specific mechanisms should be put in place to address problems of inequality in relation to disability and to monitor performance in this area. These mechanisms will apply to other aspects of disability equality within the local authority and schools (e.g. the recruitment of disabled employees, access to buildings and the application of safety regulations for disabled people).

### **Stage 3 – The Disability Equality Scheme and action plan**

Essential elements of the scheme include:

- ❖ A statement of how disabled people have been involved in developing the scheme
- ❖ The action plan
- ❖ Arrangements for gathering information about performance of the public body on disability equality
- ❖ Arrangements for assessing the impact of the activities of the authority on disability equality and improving when necessary
- ❖ Details of how the authority is going to use the information gathered, in particular reviewing the effectiveness of its action plan and preparing subsequent schemes

The action plan is the key component of the scheme, and will address the priorities of disabled people, linking these to targeted outcomes for improvement of a specified period of time, and to the responsibilities required to ensure that these are achieved. The overall purpose of the action plan is to bring about practical improvements to equality for disabled people.

DRC guidance indicates that authorities can produce combined equality schemes as long as a Disability Equality Scheme is clearly identifiable in a way that is accessible to stakeholders.

### **Stage 4 – Assessing the impact of policies and activities**

This involves a systematic disability equality impact assessments (in the case of schools this is the self-evaluation toolkit developed by Children's Services - Appendix A) and basing these on a criteria developed with disabled people. These assessments will help the authority to identify and then act on the need to modify change policies and practices to better promote disability equality. Systematic self-assessment may also identify what the DRC calls a 'back catalogue' of policies and activities that need reviewing in relation to a Disability Equality Scheme. This review process will need careful planning within a specific timetable to ensure that policy and activity gaps are addressed.

### **Stage 5 – Getting on with it**

Once published, the actions outlined in a Disability Equality Scheme need to be taken forward with a view to ensuring that improvements in disability equality policy, provision and practice are made. This is likely to involve:

- ❖ Monitoring of agreed actions on a regular basis
- ❖ Identifying further actions to improve performance against agreed criteria
- ❖ Ensuring that positive changes are made for and with disabled students

A Disability Equality Scheme can last for up to three years. Information gathered on the impact of the scheme is likely to form on the basis for priorities and actions in a new scheme

DISABILITY EQUALITY SCHEME ACTION PLAN 2006 – 2009 - Schools

Barriers to access: Following consultation with disabled groups and individuals the following barriers have been identified

<b>ISLE OF WIGHT COUNCIL</b>			
<b>AIM 1</b>	<b>To eliminate discrimination against disabled people</b>		
Outcome	Action	Responsibility	Timescale
Action Plan following SEF SDP reviewed action plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Undertake SEF</li> <li><input type="checkbox"/> SDMG to review priorities</li> </ul>	HT & Gov Body	July 2007 December 2007
Publish outcomes of Impact Assessment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annual report to Cabinet &amp; SDMG</li> <li><input type="checkbox"/> Publish action plans on website</li> </ul>	EDO/EDO Support Officer	July 2007 annually each July
SDP new & revised policies include outcome of SEF	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate requirement to school staff</li> <li><input type="checkbox"/> Promote / train staff on SEF</li> <li><input type="checkbox"/> Report activity in annual report</li> </ul>	HT & Gov Body	March 2007  May 2007  July 2007 – then on an annual basis
Report & monitor incidents of harassment/discrimination of adults, children and young people	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor via the SDMG</li> <li><input type="checkbox"/> Involve SDMG in joint reporting opportunities</li> </ul>	SDMG HT & Gov Body / HR	Include in annual report July 2007 then on an annual basis
Consult with adults, children and young people to ensure that their voice is heard and action taken	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acting on consultation results</li> </ul>	HT & Gov Boy	Include in annual report July 2007 then on an annual basis

Isle of Wight Council	Promote employment training & learning opportunities for disabled people		
AIM 2:			
Outcome	Action	Responsibility	Timescale
Promotion of opportunities that support independence and choice	<ul style="list-style-type: none"> <li>❑ Consultation with disabled students/staff and parents to understand needs to enable service improvement</li> </ul>	HT & Gov Body Children's Services	Annually
Barrier free provision	<ul style="list-style-type: none"> <li>❑ Consultation with school community to identify barriers</li> <li>❑ Develop actions to overcome barriers</li> <li>❑ Identify activity in annual equality &amp; diversity report</li> </ul>	HT & Gov Body	Results published on an annual basis
Children & Young People have fair access to education to reach their full potential	<ul style="list-style-type: none"> <li>❑ Monitor achievement of disabled pupils</li> <li>❑ Provide information &amp; guidance to schools to ensure they understand their responsibility under the DED</li> <li>❑ Develop advice &amp; guidance to schools to help them to develop their Accessibility Action Plan</li> </ul>	Children's Services, HT & Gov Body EDO/EDO Support Officer Learning Difficulties and Disabilities Manager _ Children's Services  Equality & Diversity Officer	July 2007  October 2006 then as required  October 2006

Isle of Wight Council			
AIM 3:	Promote consultation and communication with all disability groups		
Outcome	Action	Responsibility	Timescale
Isle of Wight Council is regarded a good employer for people with a disability	<ul style="list-style-type: none"> <li>❑ Encourage staff to be involved in the Staff Disability Forum</li> <li>❑ Training for staff, promote benefits of employing disabled people</li> <li>❑ Review HR recruitment strategy</li> <li>❑ DDA Reasonable adjustments handbook</li> <li>❑ Continue to improve physical access to council buildings</li> <li>❑ Work with SDMG to promote work experience opportunities for disabled young people</li> </ul>	<p>EDO/EDO Support Officer</p> <p>Learning Centre Manager Children's Services Workforce Development Manager HR</p> <p>HR, Equality &amp; Diversity Officer</p> <p>EDO in conjunction with Premises Development Officer Children's Services Workforce Development Manager / EDO</p>	<p>Quarterly meetings</p> <p>annual report</p> <p>Jan 2007</p> <p>Feb 2007</p> <p>On-going annual report Best Value Performance Plan</p> <p>Annually</p>
Staff accountability	<ul style="list-style-type: none"> <li>❑ Enforcement of competency framework measures</li> <li>❑ Individual staff performance management reviews to include measures on equality &amp; diversity</li> </ul>	<p>HT &amp; Gov Body</p> <p>All staff</p>	<p>July 2007</p> <p>Annually</p>

<b>Isle of Wight Council</b>			
<b>AIM 4:</b>	<b>Take positive steps to break down barriers which disable people</b>		
Outcome	Action	Responsibility	Timescale
Improve physical access to school buildings	<ul style="list-style-type: none"> <li>❑ Continue to improve access to school buildings</li> <li>❑ Ensure resource for physical improvements is continued</li> <li>❑ Fit for purpose assessments of school buildings</li> </ul>	HT & Gov Body / Premises Development Officer	<p>Annually</p> <p>Annually</p> <p>Oct 2007</p>
Improve communication	<ul style="list-style-type: none"> <li>❑ Monitor uptake of documents required in alternative format requests</li> <li>❑ Improve information (alternative formats) in all reception/public areas</li> </ul>	HT & Gov Body	<p>July 2007 with annual review</p> <p>June 2007</p>
Support to local groups	<ul style="list-style-type: none"> <li>❑ Work with partners through the SDMG to ensure 'joined up' approach to consultation</li> </ul>	ED Support Officer / Cluster Representatives	October 2006
Monitoring of the DES	<ul style="list-style-type: none"> <li>❑ Work with SDMG to monitor &amp; review the DES, where barriers are identified ensure feedback to show that action has been taken</li> </ul>	Children's Services / EDO	Mar 2008

Celebrate Disability	<ul style="list-style-type: none"><li>□ Support an annual disability equality with an awards ceremony</li></ul>	HT & Gov Body	December 2006 – than on an annual basis
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