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<b>Report To:</b>	<b>Education &amp; Lifelong Learning Committee</b>	<b>Date</b>	<b>16 March 2010</b>
<b>Report By:</b>	<b>Acting Director of Education</b>	<b>Report No:</b>	<b>EDUC/20/10/CL</b>
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<b>Subject:</b>	<b>Education Services – Three Yearly Review of the Disability Equality Scheme</b>		

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### 1.0 PURPOSE

- 1.1 To advise committee of the outcome of the three yearly review of the Disability Equality Scheme which was approved by the Education & Lifelong Learning Committee at its meeting of 9 January 2007.

### 2.0 SUMMARY

- 2.1 Inverclyde Council approved the Disability Equality Scheme for use and reference within local schools and other establishments; and that the action plan within the Scheme be used as a basis for promoting disability awareness and the elimination of discrimination against disabled people.
- 2.2 Education Services must, within three years of the Scheme being published, publish a report containing a summary of the steps taken under the action plan. This review is detailed in Appendix 1 of this report.

Appendix 1

### 3.0 RECOMMENDATIONS

- 3.1 It is recommended that members:
- i) note the contents of this report, and
  - ii) note that Education Services continues to revise and update its Disability Equality Scheme and review and report on its implementation.

**Albert Henderson**  
**Acting Director of Education**

## **4.0 BACKGROUND**

4.1 The Education Services Disability Equality Scheme was approved by the Education & Lifelong Learning Committee at its meeting of 9 January 2007.

4.2 The Disability Equality scheme detailed aims and tasks to be undertaken by Education Services and included a statement of the way in which disabled people were involved in its development, the methods used for assessing both the impact and the likely impact of existing and new policies and practices on equality for disabled people and an Action Plan.

4.3 It was noted that success of the scheme would be shown as follows:

- People with a disability have been involved in the compilation of the Scheme
- Education's Scheme is broadly reflected in the Corporate Scheme
- Children's Rights are taken fully into account in the Scheme
- There is no harassment of disabled people
- Young people are more disability aware through our work with partners
- We have good links in education with disability groups and the community
- Young people with disabilities participate in groups such as pupil councils
- We do not discriminate against people with disabilities in employment
- Young people with disabilities are supported in positive and important ways
- Education Services and schools cater for training needs in relation to disabilities and are capable of setting performance targets for meeting the needs of people with disabilities.

4.4 A review group comprising officers and staff working with pupils with additional support needs as well as a representative of Inverclyde Council on Disability (ICOD) met to undertake the review. The draft outcome of this review was discussed with ICOD and amended in the light of these discussions.

4.5 The scheme acknowledges the importance of the Social Model of Disability and the loss or limitations of opportunities, due to the environmental and social barriers which prevent people who have impairments from participating in society on an equal level with others.

4.6 Central to the implementation of the disability equality scheme is the need to carry out disability equality impact assessments on all new and current policies, strategies and services. Equality impact assessment is designed to anticipate and identify the consequences for different groups of particular policy initiatives and service delivery to ensure that as far as possible any negative consequences for a particular group are eliminated or minimised. Implementation of equality impact assessment has been included in the Council's scheme.

## **5.0 PROPOSALS**

5.1 It is proposed that the Disability Equality Scheme be amended in light of this review and a revised scheme be reported to Committee.

## **6.0 CONSULTATION**

6.1 There was detailed consultation with ICOD during this review.

## **7.0 IMPLICATIONS**

### **7.1 Financial Implications**

There are no financial implications.

### **7.2 Legal implications**

The Disability Discrimination Act 1995, amended by the Disability Discrimination Act 2005, places a statutory General Duty on all public authorities to promote disability equality. In addition, every education authority must produce a disability equality scheme and action plan to respond to the general and specific duties laid down. The disability Equality Scheme must be reviewed every three years.

### **7.3 Human Resources Implications**

No additional staff are required under this review.

### **7.4 Equalities Implications**

An equalities impact assessment has been completed for the scheme.

## **8.0 BACKGROUND PAPERS**

Do the Duty  
Disability Discrimination  
Act (DDA)

Equality and Human Rights Commission 2007  
Office of Public Sector Information 2005

**Inverclyde Council: Education Services**

**Disability Equality Scheme**

**Three Yearly Review December 2009**

The Education disability equality scheme takes full account of the work undertaken in implementing the Education (Additional Support for Learning) Act (Scotland) 2004. Inverclyde Council recognises that promoting equality will improve public services for everyone. Within Education Services, our aim, therefore, is to make equality a central part of the way this Service operates by putting it at the centre of policy making, service delivery, regulation and enforcement, and employment practice.

The disability equality scheme identified 4 main aims:

AIM 1: To eliminate discrimination against disabled staff and young people

AIM 2: To involve disabled people

AIM 3: To monitor employment / training of disabled staff

AIM 4: To improve accessibility for disabled staff and young people

The 4 aims took account of the 6 general duties of the Act, i.e.

- promoting equality of opportunity
- eliminating discrimination
- eliminating harassment
- promoting positive attitudes
- encouraging participation
- taking steps to treat more favourably

**Aim 1: To eliminate discrimination against disabled staff and young people**

The first task under aim 1 is to implement the disability equality scheme. The scheme was approved by Inverclyde Council and distributed to all schools and establishments. The scheme is detailed on Inverclyde Council's website and is available to all members of the public. Equalities and diversity features strongly in the life and work of all Inverclyde Council education establishments and this is being noted in recent reports by HMle.

The second task is to ensure the views of disabled staff and young people are recorded, understood and acted upon. A revised Education Services complaints policy was implemented during 2008 and all complaints are monitored and acted upon. Schools have set up pupil councils and all schools act in a collegiate way with staff when determining priorities.

The third task is to continue to ensure that disabled staff and young people receive services which are not less favourable than those provided to non-disabled people. Education Services has undertaken a number of initiatives and activities in this area and is planning further developments. All schools are health promoting; visual impairment presentation is offered as an in service opportunity for staff; a communication and language unit has been set up for secondary aged pupils at Notre Dame High School; the ASN equipment budget is fully spent each year; joint working with James Watt College in supporting pupils with visual impairment;

evacuation issues at Inverclyde Academy have been addressed; a new admissions and placing request policy has been approved which includes a major role for the QIO (inclusion) and recognises the needs of pupils with ASN; new ASN school provision is being planned for; needs are recognised in the proposal that the new shared campus secondary school in Port Glasgow will give priority for the use of its facilities after school to young people with complex and moderate disabilities.

Additionally the transport needs for young people with disabilities have been recognised in the development of specifications for replacement buses operated by Inverclyde Council. Vehicles with lowered floors, ramps and appropriate levels of comfort are included in the specifications that have been developed.

The fourth task of Aim 1 is to Promote positive attitudes towards disabled staff and young people in the workplace. Education services offers a number of in service opportunities for staff in this area including epilepsy awareness, autism awareness, CALM, Centaur and MOVE training, Better Behaviour Better Learning, supporting the attendance of staff at courses offered by universities on Additional Support Needs; raising awareness of Down's syndrome is in the planning stage. Late stage primary pupils are provided with disability awareness training sessions covering the following:

- A talk and discussion about different types of disability
- A simple overview of the Disability Discrimination Act and discussion about access for disabled people in our communities
- An interactive exercise looking at good and bad examples of access for disabled people
- A practical exercise demonstrating disabilities using aids such as:
  - A hearing loop for hard of hearing people
  - Some visual impairments using simulation goggles
  - A question and answer session.

The fifth task is to monitor all complaints, compliments and suggestions to ensure that matters relating to disability are dealt with. As stated previously a revised complaints procedure has been put in place. All incidents of anti social behaviour and violence are monitored by schools and this information is recorded and monitored at Education Services. The way that this information is recorded includes incidents motivated by disability.

The final task of Aim 1 is to raise awareness of the Disability Equality Scheme. The scheme was approved by the Council and has been published on the Council's website. Copies have been sent to all schools and to Inverclyde.

## **AIM 2: To involve disabled people**

The first task under aim 2 is to explore an appropriate means of consultation with disabled staff and young people. All young people are involved in annual and transitional review meetings. Pupil councils and pupil forums have been set up. The visual impairment service has received written evaluations from young people. The visual impairment service has also undertaken a survey of youth club and children club opportunities for children and young people with visual impairment.

The second task is to ensure all future publications are accessible to staff and young people with different communication needs – seek the involvement of disabled staff and young people. Community Learning and Development (CLD) has undertaken adult learning festival events. CLD has also organised accessibility training with ICOD tutors.

The third task is to gain the involvement of disabled staff and young people, where practicable, in the planning and development of all new schools and refurbishments. During the development of any projects stakeholder consultation takes place: this involves pupils, staff and parents and some have had disabilities. We also engage with ICOD to review and develop proposals and recently ICOD visited our soon to be completed PPP primary school to review the suggestions that they made at the design stage and in their words 'were truly impressed with the quality and number of disabled facilities available in both schools'.

The fourth task of Aim 2 is to develop a focus group representing young people with additional support needs or disabilities, their parents/carers and professional from Education and Social Care. There were practical difficulties in organising such a group due to parental working arrangements. All schools are encouraged to get all pupils involved with pupil councils. Heads of service attend the Inverclyde pupil council meetings. It has been recognised that pupil council information should be developed to promote participation of all young people.

### **AIM 3: To monitor employment / training of disabled staff**

The first task under aim 3 is to ensure there is regular monitoring of the impact of the scheme. The need for more robust monitoring has been recognised and processes for undertaking this will be developed and implemented.

The second task is to review education and social care recruitment and selection guidance for management to incorporate information on employing disabled people. Policies and guidance for the recruitment and selection of staff are set by the Council for all its services. These policies are developed and administered by Organisational Development and Human Resources and this service provides training and development opportunities for all staff in recruitment and selection. The policies and training courses have been developed to ensure equalities principles are of significance. The Council's Recruitment & Selection Policy & Guidelines provides detailed information.

The third task is to track disabled people through the recruitment process and offer advice/guidance to management. The Council's Organisational Development and Human Resources service undertakes these tasks on behalf of the Council. The Council's Equal opportunities policy covers all equalities issues including disability.

The fourth task of Aim 3 is to review all Education and Social Care training programmes to ensure that disability equality issues are taken into account. The Education Services quality improvement team looks at the feedback, relevance and outcomes of all courses offered. The need to raise awareness of disability equality issues will be highlighted. .

The final task is to provide training to teaching staff, including probationers. Courses offered include CALM, Centaur and MOVE training. Modules are undertaken by staff at university on additional support needs, training has been provided in epilepsy awareness, autism, Better Behaviour Better Learning and courses on Down's Syndrome are being planned

### **AIM 4: To improve accessibility for disabled staff and young people**

The first task under aim 4 is to improve accessibility of documentation on the Inverclyde Council website for people with a visual impairment. The council's

website offers a number of accessibility options including alternative backgrounds, text colours and size of text as well as text only option.

The second task is to increase access to educational establishments and training venues/car parking. Recent Building Bulletins on DDA provide specific details that must be complied with if the building is to achieve approval for habitation from Building Control. All our buildings achieve and exceed these requirements.

The third task is to meet young people's educational needs to ensure they have reached their full potential. Education Services is currently implementing the Curriculum for Excellence across all of its establishments. Curriculum for Excellence aims to provide a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The final task is to produce documentation on where to seek guidance and advice. This task will be undertaken in conjunction with Community Learning and development.