



Disability Equality Scheme

Wize Up

The Disability Discrimination Act (DDA) (2005) introduced new duties to promote disability equality in schools. These new duties require schools to be proactive about how they promote disability equality and ensure that disability equality is built into everything they do.

All schools will already have put in place the original DDA legislation which came into force in September 2002. As part of this, schools will have their Disability Access Plans in place which run for a 3 year period from 2024 - 2027

The DDA (2005) builds on the existing DDA duties and requires schools to have in place:

- A Disability Equality Scheme (DES)
- An Action Plan

The purpose of the DES is to show how the school is going to promote disability equality for disabled pupils, staff and parents. The Scheme should set out what the school is doing now to promote disability equality. The Action Plan should be written to show future actions and should cover a 3 year period.

Wize Up has to have regard to other statutory legislation e.g. Health & Safety at Work Act 1974, Employment legislation.

Further guidance is available in the Disability Rights Commission's (DRC) document "Schools and the Disability Equality Duty in England and Wales" available from the DRC or online at:

www.drc-gb.org/employers_and_service_provider/education/schools.aspx

Disability Equality Scheme

The purpose of this Disability Equality Scheme is to show how Wize Up is going to promote disability equality for disabled young people, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school in which everyone involved can take part. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

We aim to encourage and listen to local views and involve local people in the work of our school. All school staff have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

Wize Up already makes the following provision for children with disabilities under the DDA:

- Training for staff on learning difficulties
- The curriculum has been adapted to meet the needs of disabled pupils
- Materials have been adapted
- Some additional resources have been purchased
- Information for parents and public is regularly reviewed in line with DDA

The School has identified certain areas of good practice where proactive steps are being taken:

- Improved transition arrangements between schools for young people with disabilities
- Whole school training on learning behaviours
- Consultation with parents with reference to the Healthy Schools programme

The School is aware of some areas of concern

- Looking at whole school policies with potential for any discrimination that may arise e.g. behaviour and bullying policy
- Improved ways for greater involvement of young people with disabilities
- Involving disabled children and their parents in making decisions

The DES will be considered in line with all other policy making decisions in the school and will be linked to budgetary implications.

The school has an Action Plan setting out proposed actions between 2024 - 2027 which is attached to the new DES.

This Scheme will be reviewed after three years but may be reviewed and updated more frequently if required. We welcome any comments and suggestions from interested parties. Please contact the Headteacher at Wize Up.



Accessibility Plan 2024 – 2027

Here at Wize Up we are committed to ensuring that all service users including staff enjoy an accessible environment, regardless of their cultural, emotional, social, education, physical and spiritual needs. Which we hope will increase cultural awareness, inclusion and open-mindedness as a result dispersing negative attitudes relating to disability.

Wize Up will be reviewing the following areas with relation to developing the Accessibility Plan:

- Improving the delivery of written information to young people, staff, parents and visitors with disabilities
- Improving the access to the Wize Up building, where possible
- Improve access to the curriculum, including educational visits

These three areas will be monitored on an annual basis, and if necessary adjusted. New plans will be drawn up for the following the three year period 2024 – 2027. In the meantime Wize Up will ensure that we raise the profile and implementation of our current 3 year plan with staff and parents.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Wize Up 3 Year Plan 2024 - 2027

Improving Physical Access

Improvement	How to achieve	Outcome	Timeline	Reviewed/ Comment
Providing better access to students with disability	Review all accessibility issues and potential obstacles in any proposed changes to layout	Accessibility meets legislative standards	2025 - 2026	Buildings reflect increased accessibility
Adapted sensory spaces to support learners with disabilities	Identify areas for sensory spaces Review needs of students accessing sensory spaces Equip all identified sensory areas	Sensory spaces identified and resourced	2025 - 2026	Building reflects increased accessibility Sensory spaces used regularly to support regulation

The needs of hearing impaired students are met	Regular review and implement interventions in conjunction with Sensory Impairment Services managed by the SENCO	All hearing impaired students have equal access to the curriculum and resources that support progress	2024 - 2025	Building reflects increased accessibility
The needs of visually impaired students are met	All areas of the school sites meet BNIB standards	All visually impaired students have equal access to the curriculum and resources that support progress	2024 - 2025	Building reflects increased accessibility
Signage is clear and understandable for all learners, parents and carers with disabilities	Replacement of signs take into account appropriate colour schemes/size for signage around the buildings	Signage is updated and compliant	2025	Building reflects increased accessibility All signage is updated

Wize Up 3 Year Plan 2024 - 2027

Improving Curriculum Access

Improvement	How to achieve	Outcome	Timeline	Reviewed/ Comment
Teaching staff have increased understanding of support needs and plan to take this account in lesson construction	All teachers use ILPs (or their equivalent) too underpin learning experiences SEND information updated and strategies reviewed termly	ILP procedures regularly reviewed. Lesson Observations demonstrate use of profiles for effective	Ongoing	All teachers use ILPs (or their equivalent) too underpin learning experiences SEND information updated and strategies reviewed termly
More training opportunities for staff to respond effectively to pupils with EBD	Review finance budget	The overall outcome for young people will be enhanced	Ongoing	EP training along with restorative approaches training have taken place and will be ongoing

Increasing the opportunity for learning outside of the classroom	Ensure that every curriculum areas has an allocated period for offsite trips, ensure all staff are confident with the trip procedure	Learning outside of the classroom is enhanced along with overall participation with curriculum subjects	Ongoing	The paperwork has been slightly reduced for staff i.e. removing the requirement for consent forms and using a generic form during induction giving permission for attendance to off-site trips. The year breakdown has allocated termly slots for each curriculum area to complete their trips.
Increasing the opportunity for external speakers to come in	Formulate relationships with external agencies	Young people will benefit from personal experiences of individuals who can relate directly to their education experience or otherwise	Ongoing	
Training of the support staff to provide specialised support	Arrange peer to peer observations with the support of supervisions to identify training needs	Support staff will be more effective within the classroom to achieve the desired outcomes with learning and behaviour management	Annually	
Increase the subjects on offer for qualifications	Carry out a review of current subjects and clarify where requirements are	Expanding the curriculum required for young people and increasing participation overall in learning	Ongoing	Princes trust has been identified previously, more to be added once additional training and funding is in place
Incorporate more opportunities for work experience as part of the curriculum	Build relationships with local business and make use of	Young people will experience the working environment and be able to relate	Ongoing	Internal work experience is available, however external provision will be a

	borough WE department	education skills to a practical work environment		focus for 2024 academic year
Increase specialised staffing	Review staffing budget, assess staffing needs	Young people will receive a holistic approach resulting in increased overall participation	Ongoing	Counselling has been increased to provide young people with an outlet in addition a mentoring system has been set up to support students further.
Increase young peoples access to Physical education and participation especially female students	Review staffing budget and school timetable	Young people will benefit from a varied curriculum	Ongoing	
Promote and celebrate success at all levels	Review current reward process, with staff, young people and possibly parents and schools, compile a more robust system of reward	Young person participation	Annually	Young people receive vouchers relating to school achievement
Improve attendance	Track attendance figure more closely and identify young people and arrange pre-referral meetings as soon as possible. Provide targets on induction of young people.	Increased overall curriculum engagement and achievements	Ongoing	First pre-referrals are scheduled to be held early in the term with new AAO officer. Wize Up signed up to LA SLA. Attendance officer on management committee
Curriculum reflecting an understanding and tolerance of disability and disabilities	All schemes of work incorporate inclusivity and reflect opportunities for debate, discussion and learning about others	All schemes of work updated and identifying areas for greater inclusivity	Ongoing	Schemes of work for September 2024 on onwards to be adjusted and reviewed
Teaching staff differentiate and task	Continuous programme of	All teachers are trained Teachers access other	2024 - 2025	Staff training identified and delivered

adjust the curriculum to meet needs of learners with disabilities	professional development to train all staff in implementing differentiation across the curriculum	professionals to support meeting needs		Other professionals identified to support training
---	---	--	--	--

Wize Up 3 Year Plan 2024 - 2027

Improving Delivery of Written Information

Improvement	How to achieve	Outcome	Timeline	Reviewed/ Comment
Improved availability of written materials (school brochures, newsletters, additional information) in alternative formats (including adaptations for visually impaired)	Collaborate with Local Authority SEN/ Children's Services to access translation Use online translating services and support from bi-lingual members of staff	Written materials are accessible and alternative formats are in place	Ongoing	Availability of written materials increased
Encourage parent feedback through various mediums	Continue to request parent feedback from parents evenings, make parents aware of parent view via website	Greater parental engagement and accountability	Ongoing	Parents are also able to use the comments section on the website as well as completing questionnaires during parents evening. Classcharts have recently been introduced to provide instant updates to parents on engagement.
Increase parental engagement	Ensuring parents are aware of upcoming events, in a timely manner, utilising the website and also encouraging parents	Increase in parental engagement and young people's overall attitude to school	Ongoing	Key dates are made available at the beginning of each term with this information also detailed on the

	to complete parent view online at upcoming parents evenings			website and they are reminded throughout the year.
Encourage increased staff engagement with the development of the school	Encourage discussion forums with staff during meetings and supervisions	Greater staff engagement with evaluating and refining teaching methods and overall productivity of the school	Ongoing	Staff team have been consulted regarding wellbeing among the team and Wize Up have brought in an "employee assist program" to support with various needs
Improve data management and review of academic and behavioural achievements and targets	Ensure all assessments and reports reflect a clear process, effectively record behavioural issues with the outcome. Attend training on SIM's systems for data management	A clear and trackball procedure which identifies when and why certain interventions have been applied, leading to greater accountability for young people	Ongoing	Currently using SIM'S system and formulating data onto a single spreadsheet. Classcharts has been introduced in April 2024
Improve the information on young people's daily report and displays	Young people will be more invested in their attainment overall	Young people are able to see a snapshot of where they are and where they need to aim for	Ongoing	Display boards have been altered along with reports to include as a reminder the code of conduct.
All additional adults working at or for the school have improved understanding of learners with disabilities and accommodate for need accordingly	Identify cohort of additional adults Staff training for additional adults based in school	Training ensures additional adults have thorough understanding of disabilities and necessary accommodations made in lessons and beyond	Ongoing	Staff training identified
All planned out of school visits, extra	Review all out of school provision	All school visits, extra curricular	2024-2025	

curricular activities increase wider participation of learners with disabilities	Review Risk Assessment procedures to increase participation Target parents to increase participation in out of school, school visits and extra-curricular activities if possible	activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements		
--	---	--	--	--