



Donaldson's School

Success Through Communication

Disability Equality Strategy

December 2006 – 2009

Contents

Item	Page
Introduction	3
Legislative Background	4
General Duties	5
Specific Duties	5
Accessibility Strategy – Complementary To DES	6
Continued Improvements	7
Donaldson's Aims and Objectives	9
Accountability and Leadership	10
Involvement of Disabled People in the DES	11
Identify the Barriers Faced by Disabled People – Information Gathering	14
Prioritising and Action Planning	16
Impact Assessment	17
Reviews, Revisions and Reporting	19
Contact Details	19

Contents

Appendices	Page
Appendix A: Pupil DES Questionnaire	20
Appendix B: Pupil DES Questionnaire Results	21
Appendix C:DES Questionnaire	42
Appendix D: DES Questionnaire Findings	54
Appendix E: Involvement of I=Disabled People	55
Appendix F: Gathering Evidence	58
Appendix G: Action Planning + Prioritisation	61
Appendix H: Impact Assessment	65
Appendix I: Service Procurement	67
Appendix J: Actions Already Taken	69

Introduction to Donaldson's

Donaldson's School has been operating since the middle of the 19th century and is Scotland's national residential and day school providing education and care for pupils aged 2.5 to 19 years who are deaf¹ or have severe speech and language difficulties.

We cater for diversity and provide equality of opportunity through:

- Providing a happy, friendly, caring environment, where children feel safe, secure and valued
- Providing our pupils with the best possible access to the whole curriculum
- Providing equal opportunity for all
- Providing an atmosphere that promotes learning and praises achievement, allowing children build up their confidence and self esteem
- Working for the inclusion of pupils across the country in all aspects of daily living
- Providing a bilingual community encouraging the use of British Sign Language (BSL), English and Signed Supported English (SSE) as appropriate
- Providing a signing peer group for the children and young people to help them develop their social skills
- Recognising the importance of working in partnership with parents through involving them in the operation of the School through the Parent Staff Association

¹ deaf is used to cover Deaf pupils, hard of hearing and deafened

Legislative Background

- [The Disability Discrimination Act 1995](#)

The Disability Discrimination Act (DDA) is the main piece of disability equality legislation in Britain and was introduced to try and end all forms of discrimination that many disabled people face.

It gives disabled people individual rights in accessing:

- Employment
- Goods, facilities and services
- Education, and
- Public transport vehicles

If a disabled person felt that they were being discriminated against they could seek recourse to this through the DDA legislation.

- [The Disability Discrimination Act \(amended 2005\)](#)

The individual rights based approach of the original DDA was found to not be enough to tackle the persistent discrimination experienced by disabled people. Therefore the 2005 Act introduced a new positive duty on public authorities to promote disability equality that includes both general and specific duties. Donaldson's School welcomes this positive duty.

General Duties

This Disability Equality Scheme (DES) has been developed to demonstrate how we are going to meet the six strands of the General Duty to promote disability equality:

- a) promoting equality of opportunity between disabled people and other people
- b) eliminating discrimination that is unlawful under the Act
- c) eliminating harassment of disabled persons that is related to their disabilities
- d) promoting positive attitudes towards disabled people
- e) encouraging participation by disabled people in public life
- f) taking steps to take account of disabled person's disabilities even where that involves treating disabled people more favourably than others

Specific Duties

The specific duty regulations require Donaldson's School to produce and publish a Disability Equality Scheme (DES). This is Donaldson's School's first (revised) DES. It will be reviewed annually with an annual report published as part of our annual Equalities report to the Board of Governors and made available on the college intranet and website. This DES will run for three years until December 2009.

The DES includes a statement of:

- a) the way in which disabled people have been involved in the development of the scheme

- b) arrangements for gathering information in relation to its delivery of education and its function
- c) an action plan that sets out the steps that Donaldson's will take towards fulfilling its general duty
- d) methods for impact assessment
- e) arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing the subsequent DES
- f) how Donaldson's will interact with suppliers to ensure that any service provider complies with relevant legislation as necessary

Accessibility Strategy – Complementary To DES

The Scottish Executive Education Department requires Donaldson's School to produce an Accessibility Strategy that lays out targets for improvement across:

- a) Access to the curriculum
- b) Access to the physical environment of schools
- c) Improving communication and the delivery of school communication

We have carried out extensive work in line with our accessibility strategy, for example:

- Using accessible teaching approaches and strategies; providing materials in alternative formats where required; ensuring access to school trips and exams
- Providing induction loops, wheelchair access, suitable seating, and ensuring access to structured leisure activities at breaks and after school

- Installing specific 'TalkBy Text' software on all School pc's to provide an interactive, real time communication tool for use by all staff and pupils
- Providing school handbooks and general school information in the preferred format of the pupil
- Employing specialist speech and language professionals, audiologists and occupational psychologists
- Sourcing occupational therapy and physiotherapy support for our pupils

Continued Improvements

Advances in education and technology, together with a better understanding of the optimum environment for the teaching of the deaf and speech impaired, have made it clear that the existing School is no longer able to provide the best learning facilities.

In January 2008 the School will relocate to a specialised building with the needs of the deaf and speech and language impaired to the forefront. The building has classrooms to accommodate up to 6 students, set in wings for Nursery, Primary and Secondary education with a state of the art Soundfield system and an interactive whiteboard in each class.

In the main building there are specialised testing facilities, fitness facilities, dining room and library plus a range of other facilities such as Life Skills and Art rooms.

There will be a separate residence building with 24 bedrooms split into 3 discreet units. Every bedroom has its own en-suite facilities and each unit has its own kitchen, dining and

common room. The grounds have a cycle track and barbeque area together with play and sensory areas.

The work undertaken to meet our accessibility strategy requirements complements our Disability Equality Scheme as we are already tackling barriers to access. This work forms part of the DES Action plan.

Donaldson's Aims and Objectives

In line with guidance (such as the Social Services Codes of Practice and the Additional Support for Learning Act Code of Practice) Donaldson's values and celebrates the diversity of all people. As an organisation providing education and care to our pupils, we take seriously our responsibility to dispel prejudice and to produce within our community a positive attitude to all people. All of our pupils and nearly 20% of our staff are disabled.

We believe that all members of our community and those who visit us have the right to feel valued for who they are. Our commitment to this is shown in our values and the care we offer to people, in the curriculum of the College and in our Equalities policies and procedures.

Our aims and objectives are:

- To provide a centre of excellence and consultation for Scottish professionals and parents in relation to the education and care of deaf and severely speech and language impaired children who use sign as their language or part of their communication
- To provide high quality education and care to pupils placed in Donaldson's for their education
- To develop within a bilingual setting a British Sign Language (BSL) curriculum as a Scotland wide resource to raise attainment across the Deaf community
- To create a bilingual environment where all pupils have optimum access to the curriculum and celebrate diversity in the pupil community via a commitment to equality of opportunity

- To further develop a national assessment service for Deaf children and those with speech and language impairment and develop research to support our work
- To develop services for both adults and preschool pupils through working with a variety of agencies such as Surestart and Further and Higher education institutions
- To provide a well-trained highly motivated staff through inclusive CPD and high quality employment practices in a bi-lingual environment
- To celebrate diversity in the staff community via a commitment to equal opportunities

Accountability and Leadership

The Convener of the Board of Governors has the ultimate responsibility for this DES. The day to day operation and management of the DES is devolved to the Strategic Management Team, who will report on an annual basis to the Board of Governors. The Strategic Management Team comprises:

- School Principal
- Head Teacher
- Head of Human Resources
- Head of Administration and Finance
- Head of Residential Childcare

This group meets fortnightly and discusses progress against this DES on a monthly basis.

Involvement of Disabled People in the DES

In line with our aims and objectives Donaldson's School is committed to including the views and opinions of disabled people in all aspects of our DES, to cover all functions and aspects of the School. More details of our actions to further involve disabled staff can be found in Appendix E.

We recognise that we will not be able to identify and prioritise what we do to promote disability equality unless we consider the views of disabled people affected by the DES.

We will involve disabled people to:

- Identify the barriers faced by disabled people
- Set priorities for action plans
- Assess the impact of existing and proposed policies
- Monitor the success of initiatives undertaken
- Review and revise the Scheme

The following have been identified as key disabled stakeholders:

Pupils

A group of secondary pupils form our DES pupil group. They received initial training on the DDA, definitions of discrimination and on skills such as being a representative. They created a series of questions about barriers to learning and participation in school life

(Appendix A) and used these questions to sample the views of the other pupils (Appendix B).

The information that they gathered has been used in the Action Plan.

To further strengthen the link between pupils and the DES at least one of these pupils is included in the DES Stakeholder Involvement Group. All the other pupils are given information about the DES through the Secondary School Meeting Point, the Primary School Assembly and tutor groups. Links will also be made between pupils and the Equality Forum.

Equality Forum

The School has been operating a successful Equal Opportunities Working Group (EOWG) for some years. A new Equality Forum for disabled staff to provide their views on issues, priorities and actions was launched in September 2007 to incorporate the work of the EOWG and act as a key group in the implementation and monitoring of the actions arising from the DES. Membership of the Forum is on a voluntary basis. This forum will play a key part in developing and reviewing our DES over time and will complement the Deaf Staff Group to ensure that the School addresses as wide a range of disability as possible.

Deaf Staff Group

The Deaf staff group at Donaldson's meets once a month. The group includes staff who are Deaf BSL users, as well as those who are deaf or deafened. They provide a valuable resource to the pupils as adult deaf role models. A specific disabled group in its own right it

reflects the fact that 20% of our staff have a hearing problem and is the largest disability in the School. This group will also play a part in developing the DES.

Stakeholder Involvement Group

In addition to the Strategic Management Team and the identified disabled stakeholders we will also involve relevant external stakeholders to fully inform our work when preparing and reviewing the DES. Our Stakeholder Involvement Group consists of:

- The School Principal
- Head of Human Resources
- Pupil Council representative
- Disabled staff representatives
- Parent representatives of two of our disabled pupils
- Other Grant Aided Special School representatives
- Interested parties from the local business community

This group has met to review and approve the first draft of the DES during 2006 and will meet quarterly (beginning late 2007) to review progress, actions and the revised DES.

All of these groups are involved in all aspects of the DES and help monitor our actions and are involved in the impact assessment of our policies and procedures.

We will feed back to the people we have involved so that they know what effect their involvement has had.

Identify the Barriers Faced by Disabled People – Information Gathering

To evaluate the impact that our practices, policies and procedures have on the six strands of the General Duty, we must gather and analyse information about our performance as an employer and as an education provider.

To achieve this we will review both the processes used for gathering information and the groups who can access this information. Further details can be found in Appendix F, but the following steps have been taken to commence our information gathering:

- All staff DES Questionnaire issued in September 2007 (Appendix C)
- Dedicated email box set up for staff and pupils to register any issues with regard to equality issues in August 2007
- Equality Forum set up in September 2007 to represent the views of disabled staff and to be involved in reviewing progress against the six strands of the General Duty
- DES issues a monthly standing item on the Strategic Management Team Meeting to both provide and receive feedback

The results of DES Questionnaire can be found in Appendix D. Significant actions have been incorporated into the action plan in Appendix G.

Future initiatives, in conjunction with the Equality Forum will be to review our processes and information with regard to:

- Equal opportunities monitoring in employment
- Exit interview data
- Quality Indicators contained in HMI and Care Commission inspections
- Pupil input through tutor groups and the School Council
- Parent input through the Parent Staff Association

Appendix I also provides information on the steps to be taken to ensure that that any service provider used by the School complies with relevant legislation as necessary.

Prioritising and Action Planning

The action plans outlined in Appendices A – J outlines in specific terms the steps that we have taken and will take to meet our obligations across the six strands of the Duty to actively promote equality of opportunity.

In other words, what we are going to do to promote disability equality and achieve the aims of this Scheme.

Appendix G specifically describes how we will ensure that all of our actions are reported to the strategic and governance levels of the School.

Appendix J outlines the actions taken to date which have had a positive impact on promoting equality of opportunity.

Our Action Plan demonstrates how we are going to meet the six strands of the General Duty.

Impact Assessment

Appendix H outlines the steps we will take to assess the impact of our actions.

A simple impact assessment tool will be developed in conjunction with the Equality Forum which will allow us to identify any barriers which disabled people may face in education and employment.

Using this tool, the Equality Forum will:

- a. consider the potential/actual positive impact of the policy on disabled people
- b. consider the potential/actual negative impact of the policy on disabled people
- c. consider whether an opportunity has been missed to promote disability equality
- d. make recommendations to the Strategic management team of the school to make improvements

The Strategic management team, with stakeholders will then:

- a. create an action plan and timescale for recommendations to be implemented and evaluated
- b. incorporate relevant recommendations into the school's Learning Improvement Plans

The impact assessment process will enable us to identify the practices, policies and procedures that impact on our duty to promote disability equality.

This initial plan will reflect areas we are currently aware of but will be informed by the involvement of the disabled stakeholder group, and will be extended to include this.

Given that there is a significant “back catalogue” of existing policies and procedures which have to be assessed, we will set out a timetable for assessing the impact of our principle activities over the three-year period covered by the Scheme.

We will prioritise the policies and procedures with the help of our disabled stakeholders.

Reviews, Revision and Reporting

We will monitor, evaluate and make improvements to this Scheme on an ongoing basis. What we learn from the review process and the involvement process will also be reflected in the action planning section of the DES.

Major reviews will take place annually and we will produce an updated report which will be made public through our website.

This Disability Equality Scheme and future reports will be available on the Donaldson's School website: <http://www.donaldsons.org.uk/policies.htm>

Contact Details

To obtain a copy of this document in an alternative format please contact:

Equal Opportunities Officer
Donaldson's
West Coates
Edinburgh
EH12 5JJ

Tel: 0131 337 9911

Textphone: 0131 337 9911

Fax: 0131 337 1654

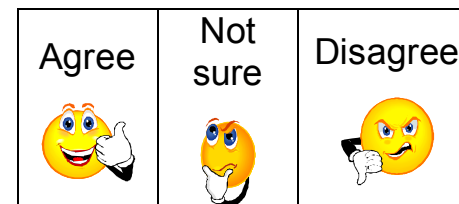
Email: equalitymatters@donaldsons.org.uk

Appendix A: Pupil DES Questionnaire

Deaf

Hearing

Residence



Communication

- 1 I can communicate with people in school.
- 2 I understand what the staff tell me.
- 3 I have the opportunity to learn BSL and improve my skills.
- 4 I have access to Interpreters, Speech and Language Therapy and Lip Reading if I want it.
- 5 I can choose to use or not my hearing aids/cochlear implants.

Curriculum

- 6 I can study the same subjects as pupils my age in hearing schools.
- 7 I can choose my subjects in S3 and S5 with help.
- 8 I can learn about my deaf culture and community as part of the curriculum.
- 9 I have the opportunity to talk to a Careers Advisor about my future.
- 10 I am involved in my Annual Review Meetings

Positive Images

- 11 Posters in the school show a variety of disabilities.
- 12 Worksheets and textbooks show a variety of disabilities.
- 13 I have the opportunity to learn about different disabilities.
- 14 People at Donaldson's College have a positive attitude to others with disabilities.
- 15 Teachers use BSL resources.

School Environment

- 16 Signs in the school are clear and easy to understand.
- 17 Rooms and facilities are well organised to allow easy communication and learning.
- 18 Classrooms are organised so that we can communicate easily.
- 19 Visitors can go anywhere in the school no matter what their disability
- 20 I have access to the equipment that I need.

Appendix B: Pupil DES Questionnaire Results

Introduction

The Pupil DES group put together this questionnaire to find out how the pupils felt about discrimination at Donaldson's School.

The questionnaires were completed with minimal staff support during a Meeting Point session on a Monday morning. Those who were not able to attend at that time completed the survey at other times.

Of the 30 surveys that were handed out 29 were completed.

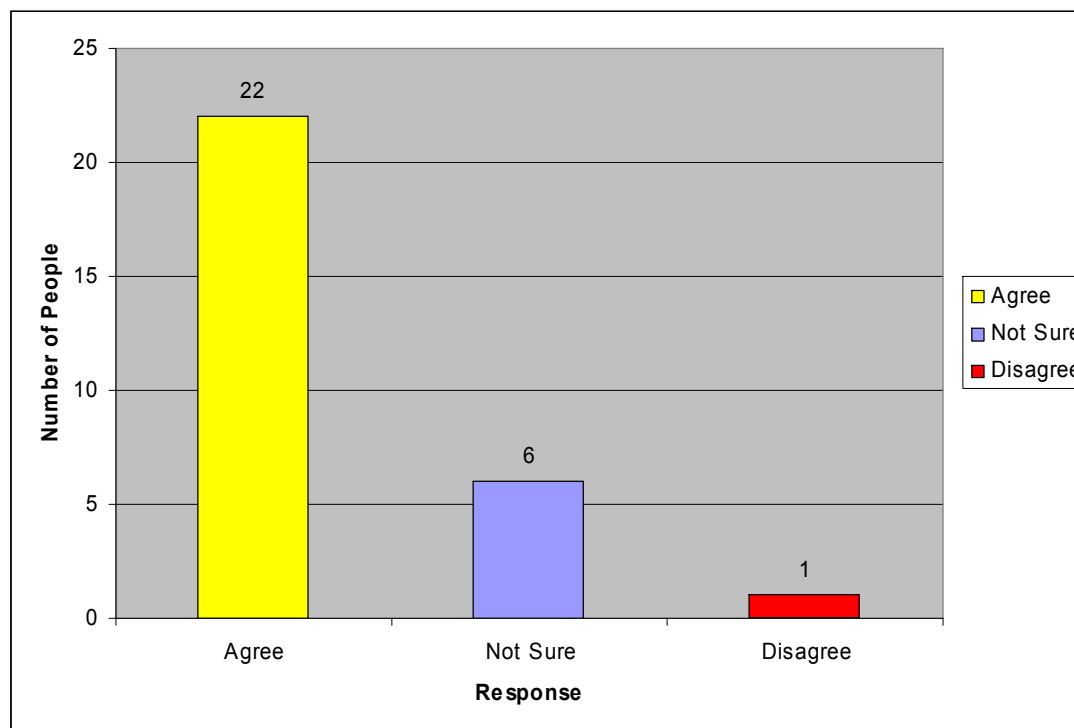
The survey was divided into 4 sections covering communication, curriculum, positive images and the school environment. The results are positive and highlight some areas for improvement.

Of the 29 pupils that completed the survey 6 class themselves as 'hearing' and 8 are residential pupils at least part time.

The questions numbered 6, 9, 11, 12, 13 and 19 will be resolved by the move to the new school in Linlithgow. These questions raise concerns over classroom organisation and accessibility in and around the school.

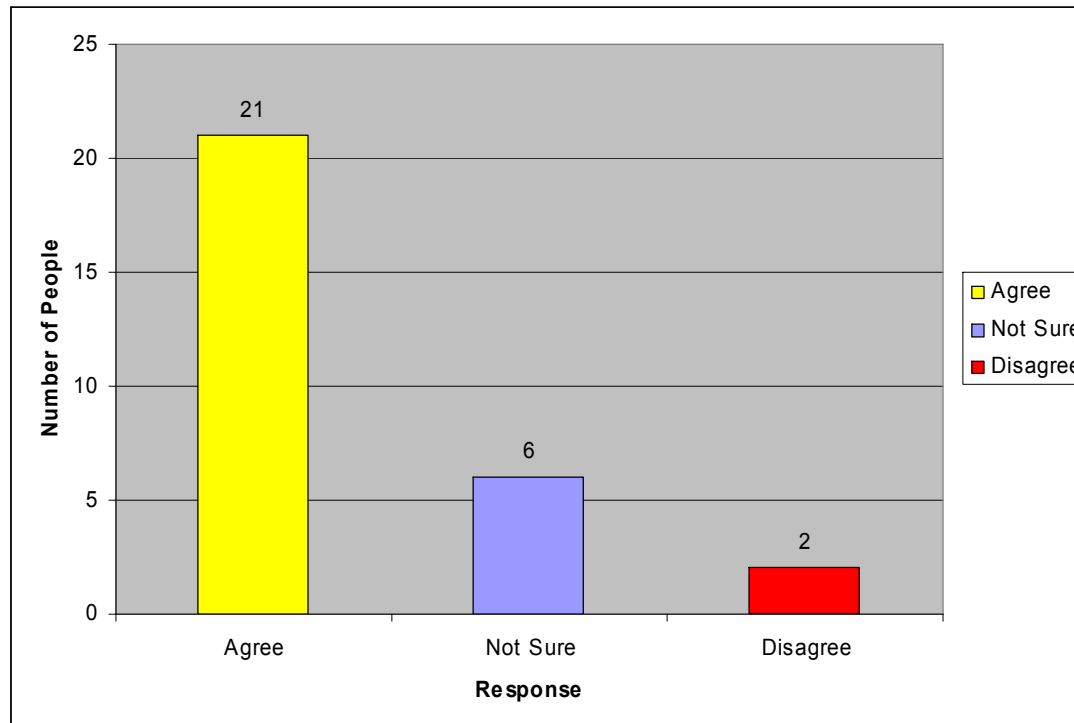
Question 1 – I can communicate well with people in school

The vast majority of pupils felt that they could communicate well with people in school. Whilst it is difficult to recruit staff with good skills in BSL all staff are provided with ongoing training in BSL. Every autumn new staff without BSL skills are automatically enrolled in BSL tuition and other visual communication tactics. Parents and carers are also offered free BSL tuition.



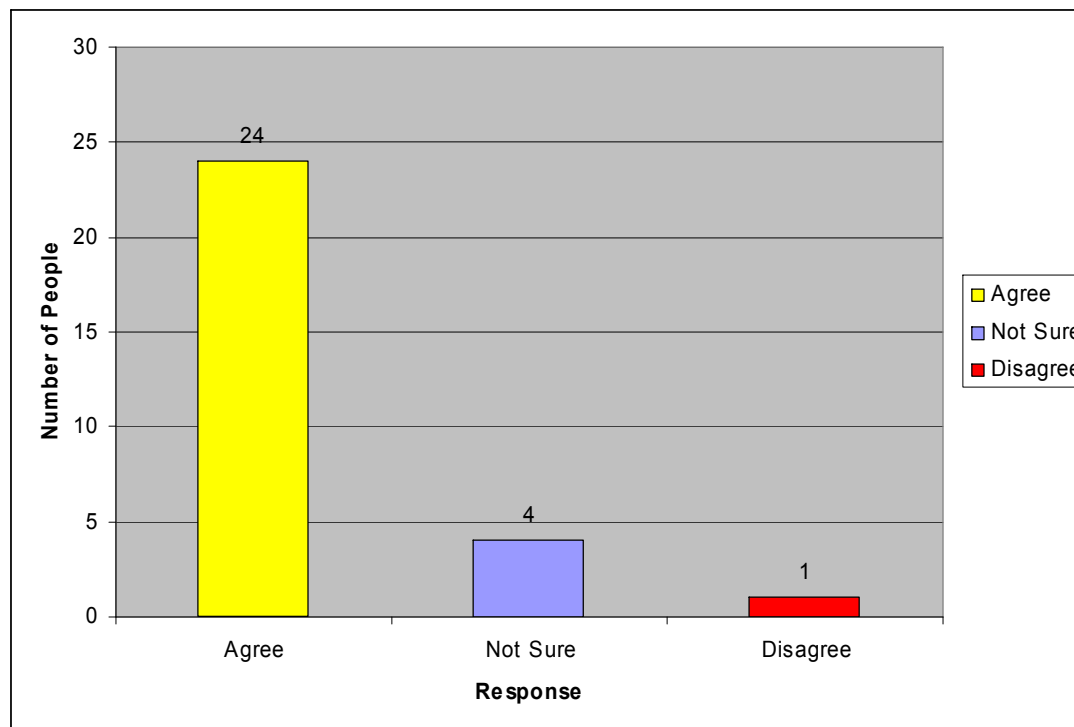
Question 2 – I understand what the staff tell me.

The results here are possible slightly affected by the presence of new members of staff though again the results are very positive.



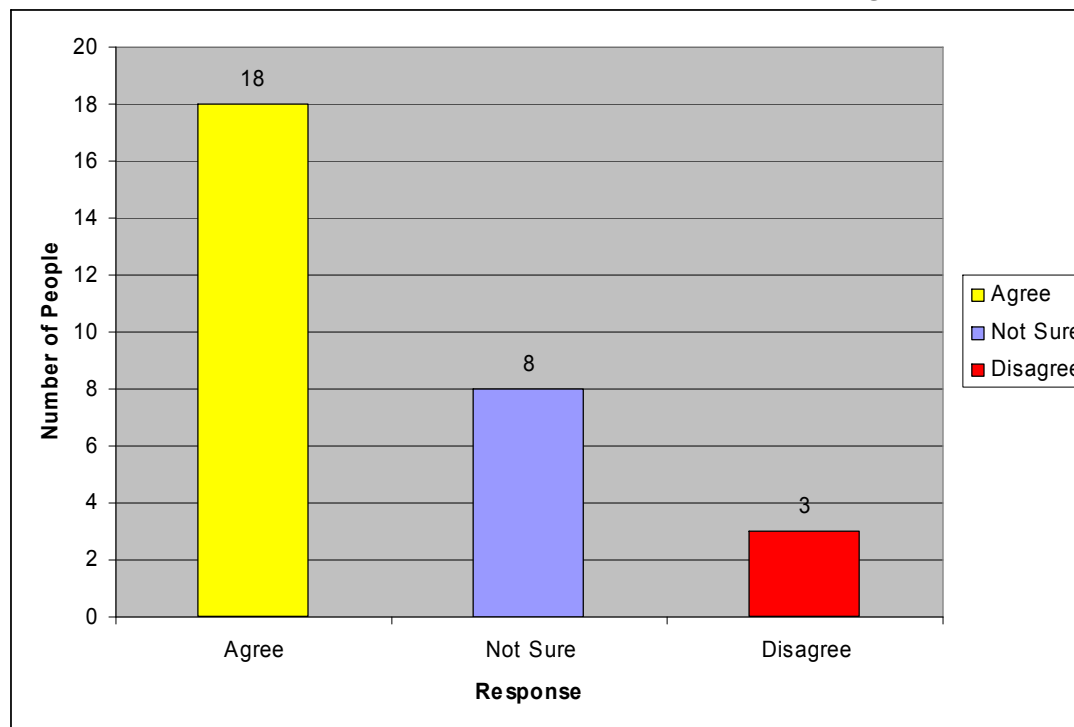
Question 3 – I have the opportunity to learn BSL and improve my skills.

Most pupils in the school attend Deaf Studies at least once every week. This class will teach them about Sign Language as a language in its own right. There are also opportunities for selected pupils to attend classes in lip reading and speech therapy sessions. This is reflected in the results for this question.



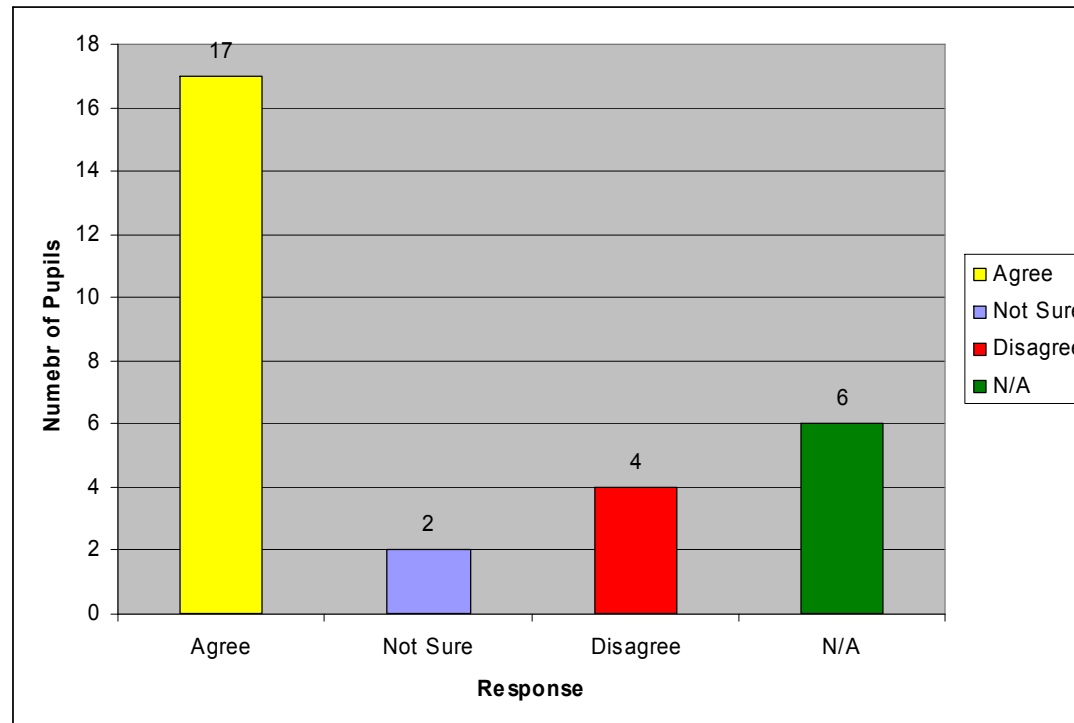
Question 4 – I have access to Interpreters, Speech and Language Therapy and Lip Reading IF I want it.

Most of the pupils give a positive response though not as many as previously. The provision of dedicated Speech and Language therapy classes and Lip Reading tuition is a relatively new initiative in the School and the pupils are carefully selected. Donaldson's offers these classes to all secondary pupils who can benefit from them and who are willing to attend.



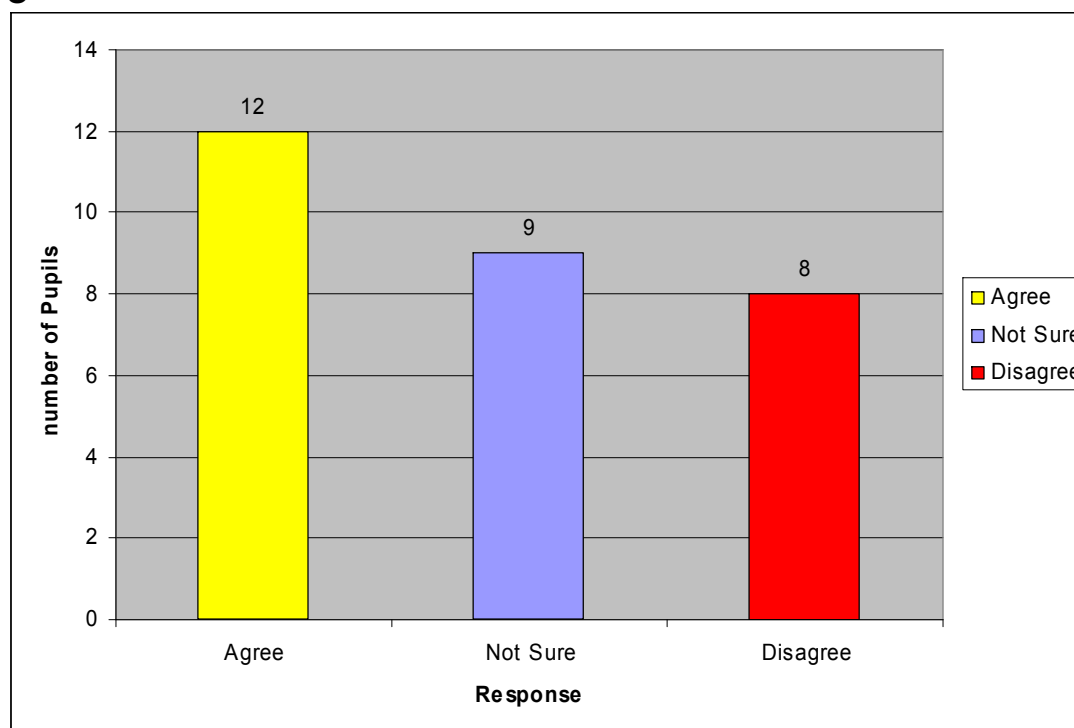
Question 5 – I can choose whether to wear my hearing aids or Cochlear Implant

As 6 of the pupils who completed this questionnaire are hearing and do not use amplification, the results appears slightly lower than previous results. All secondary deaf pupils at Donaldson's may choose whether or not to use their hearing aids or implants. There is support in place to talk them through their decision and each pupil is free to change his/her mind at any time.



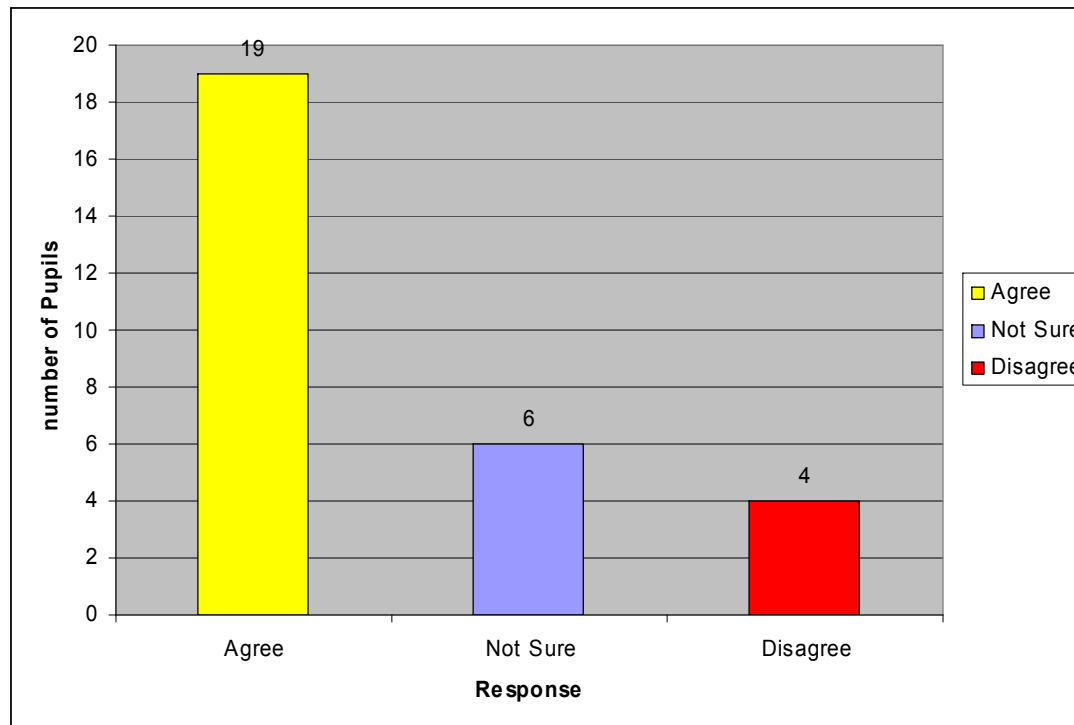
Question 6 – I can study the same subjects as pupils my age in hearing schools

A small majority of pupils believe that this is the case: unfortunately it is not so. Due to the restricted number of pupils in the school we are unable to offer the full range of curricular subjects. However, if a pupil shows a particular aptitude or interest in a subject then there is the possibility of that pupil attending a mainstream school to access the full curriculum with support.



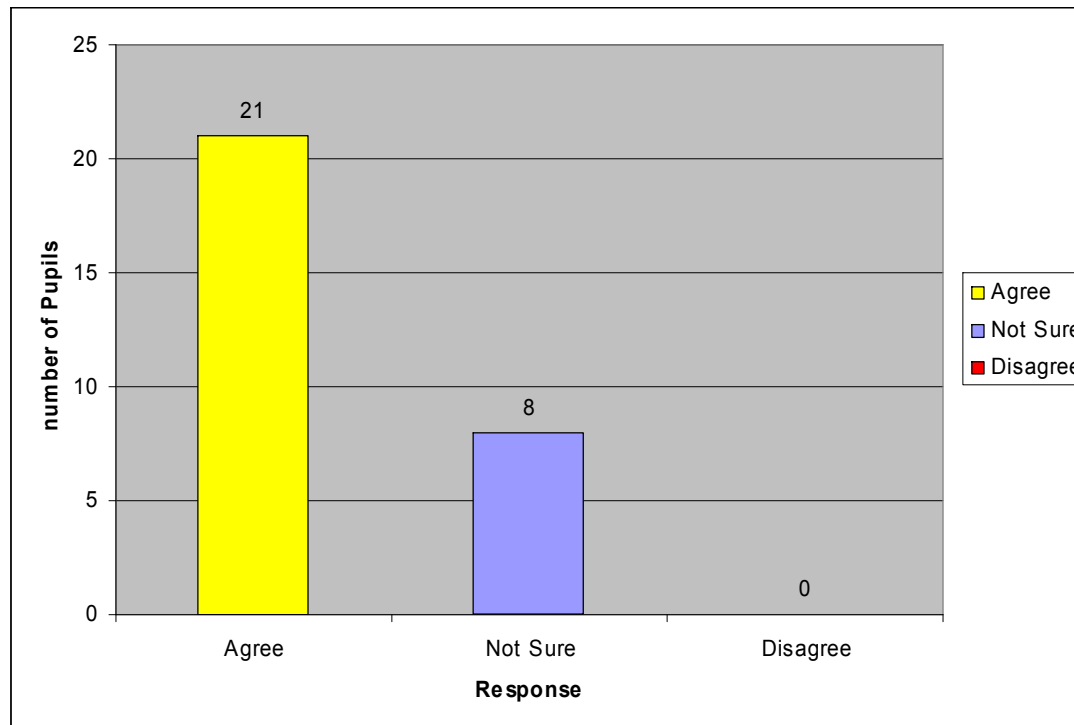
Question 7 – I can choose my subjects in S3 and S5 with help.

Again the majority of pupils give a positive response. Some of the younger pupils in S1 and S2 will not be aware of this yet. This may account for some of the negative responses.



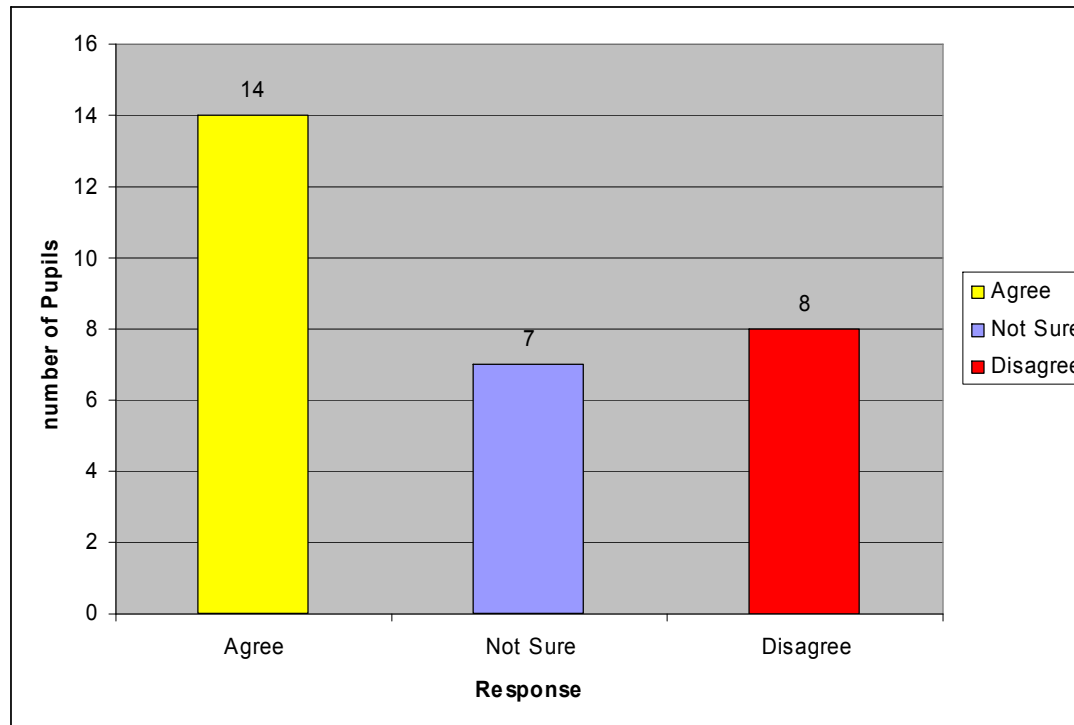
Question 8 – I can learn about Deaf culture and community as part of the curriculum.

Most of the pupils in school attend Deaf Studies twice a week. These lessons cover the teaching of BSL, Deaf cultural issues and the history of the Deaf community. They also cover topics such as developing positive attitudes towards deafness and the rights of deaf people. Some of our hearing pupils do not attend Deaf studies or attend less frequently than their deaf peers. Each pupil follows an individualised education programme.



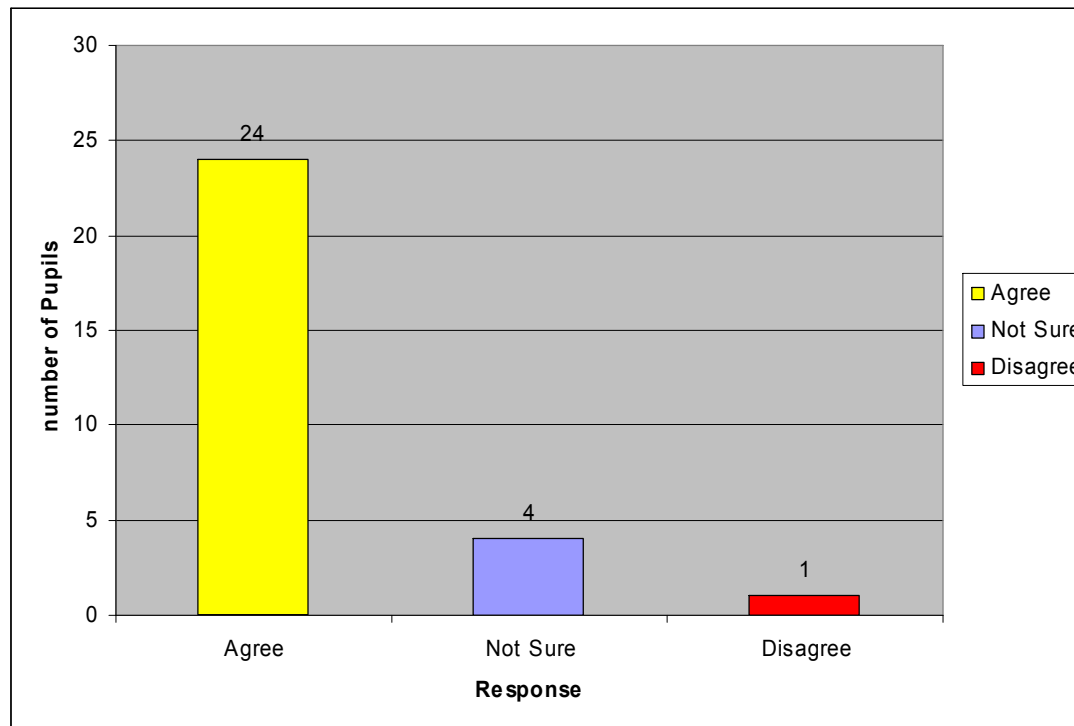
Question 9 – I have the opportunity to talk to a Careers Advisor about my future.

Careers Education is a vital part of the curriculum at Donaldson’s and every pupil in the school has access to the Careers Advisor. Some of the pupils may not be aware of the role of the Careers Advisor at the start of the process in S1. This may be something that needs tightening up.



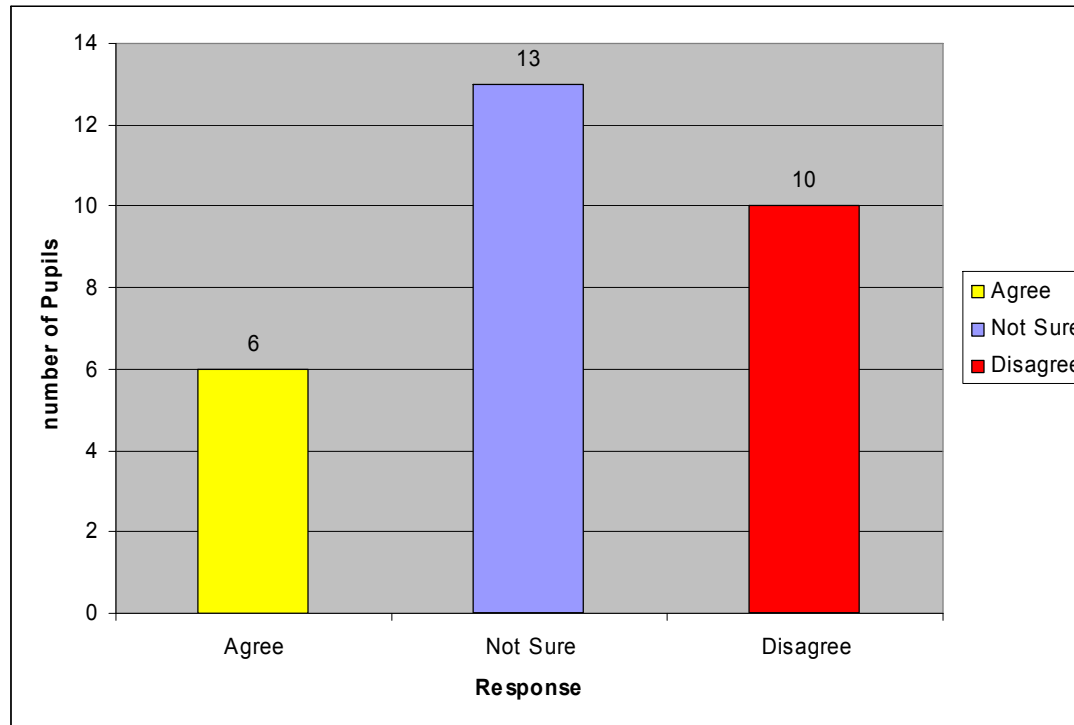
Question 10 – I am involved in my Annual Review Meetings

All pupils at Donaldson’s have the opportunity to contribute and be fully involved in their Review Meetings. Some pupils do not take that opportunity and we believe that this is their right. During the Review meeting the pupil is asked if they have things to say and they have a slot to give their thoughts, feelings and opinions on a variety of issues.



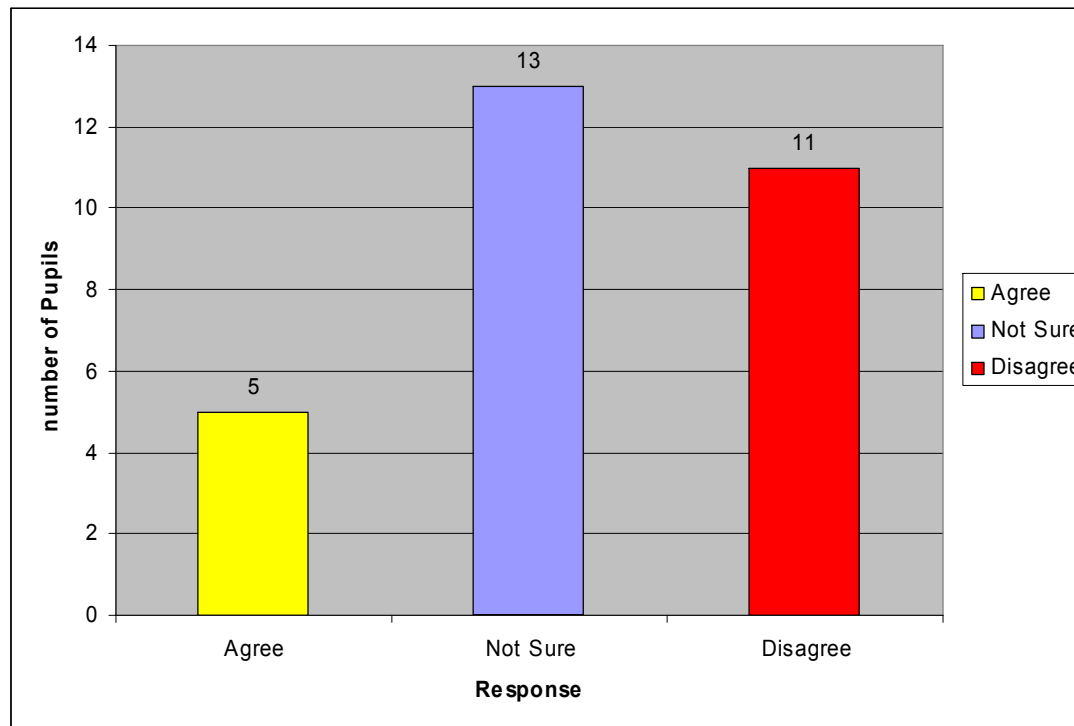
Question 11 – Posters in School show a variety of disabilities

We are very aware of the importance of showing people with different disabilities in a positive light and this will guide our choice of posters and displays for the future.



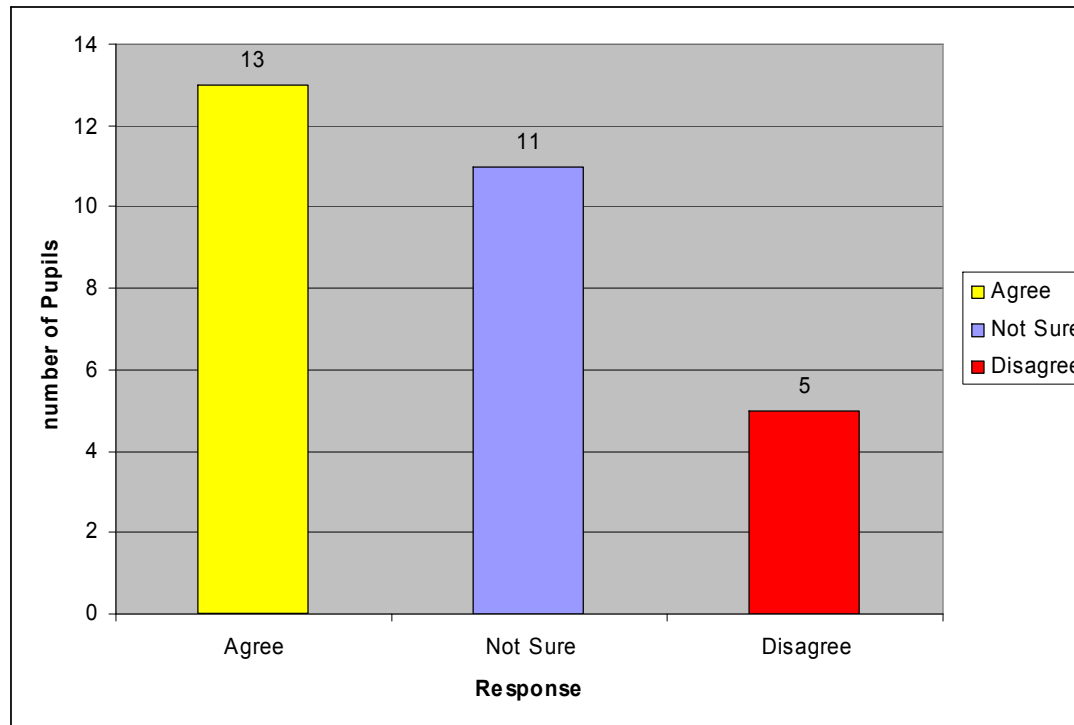
Question 12 – Worksheets and textbooks show a variety of disabilities.

To some extent this is out with our control. When teachers are choosing textbooks they need to be very aware of the level of English in the book and the accessibility to our pupils. As publishers and authors become more aware of the issue surrounding the positive image of people with disabilities so textbooks and resources are changing and this should help to improve the situation.



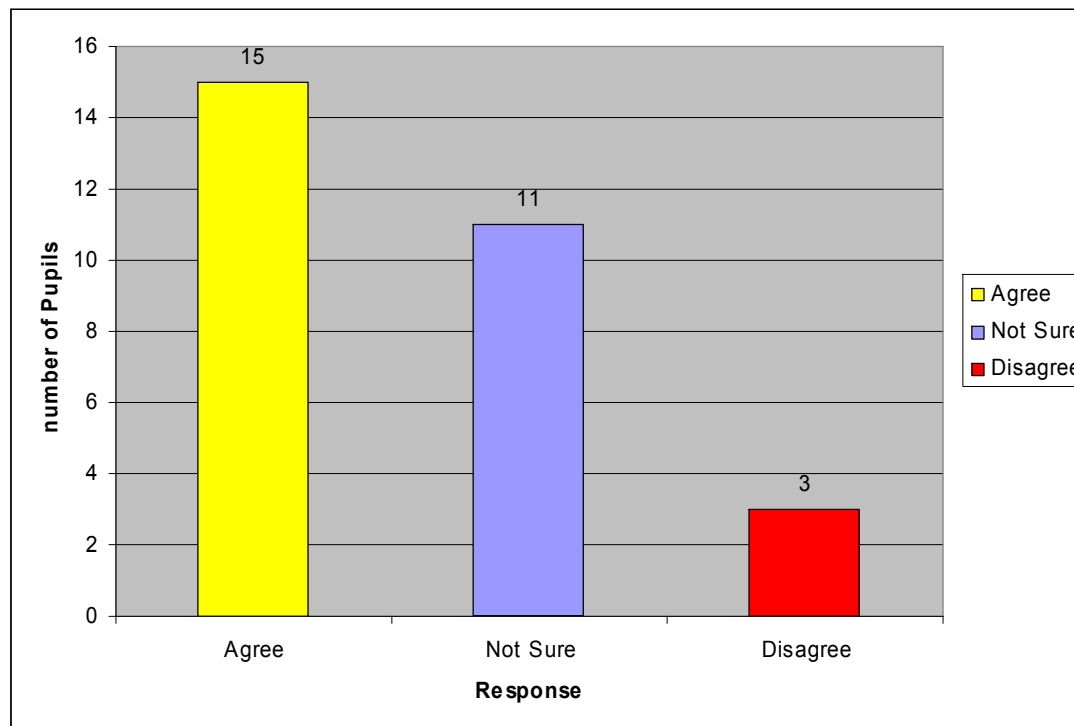
Question 13 – I have the opportunity to learn about different disabilities.

This is an active part of the meeting Point programme usually guided by National fund raising events for example the 'Jeans for Genes' campaign where different support groups for people with illnesses and disabilities are highlighted every year.



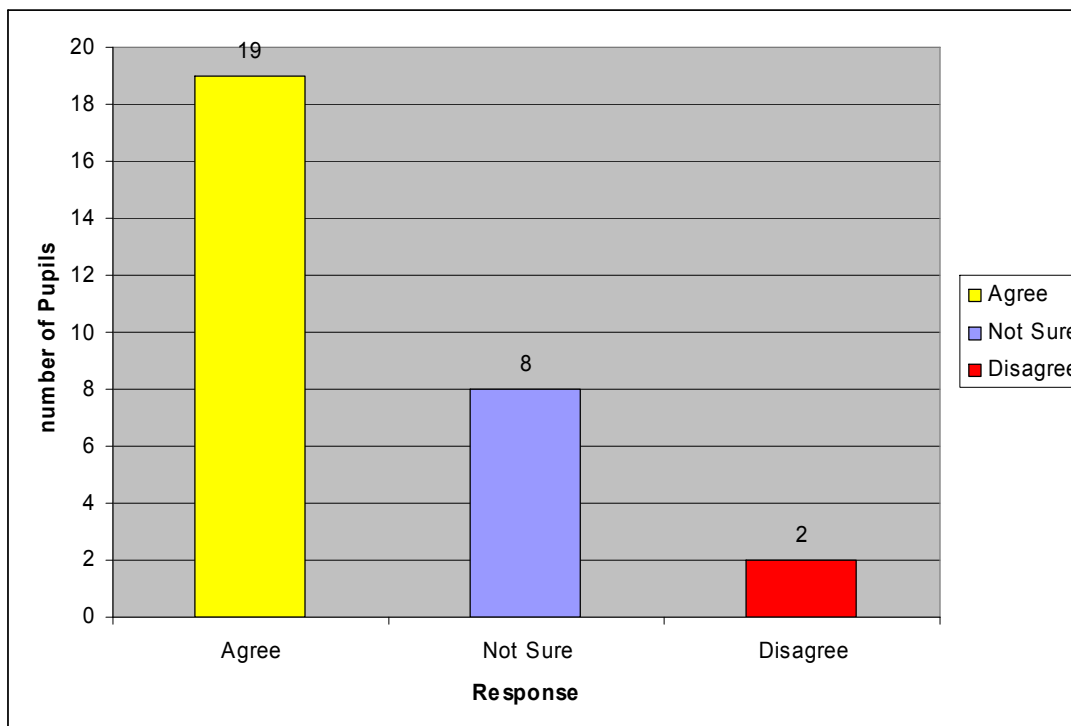
Question 14 – people at Donaldson’s College have a positive attitude to others with disabilities.

These results show general agreement that this is the case but require further investigation to ascertain the reasons behind the ‘not sure’ response.



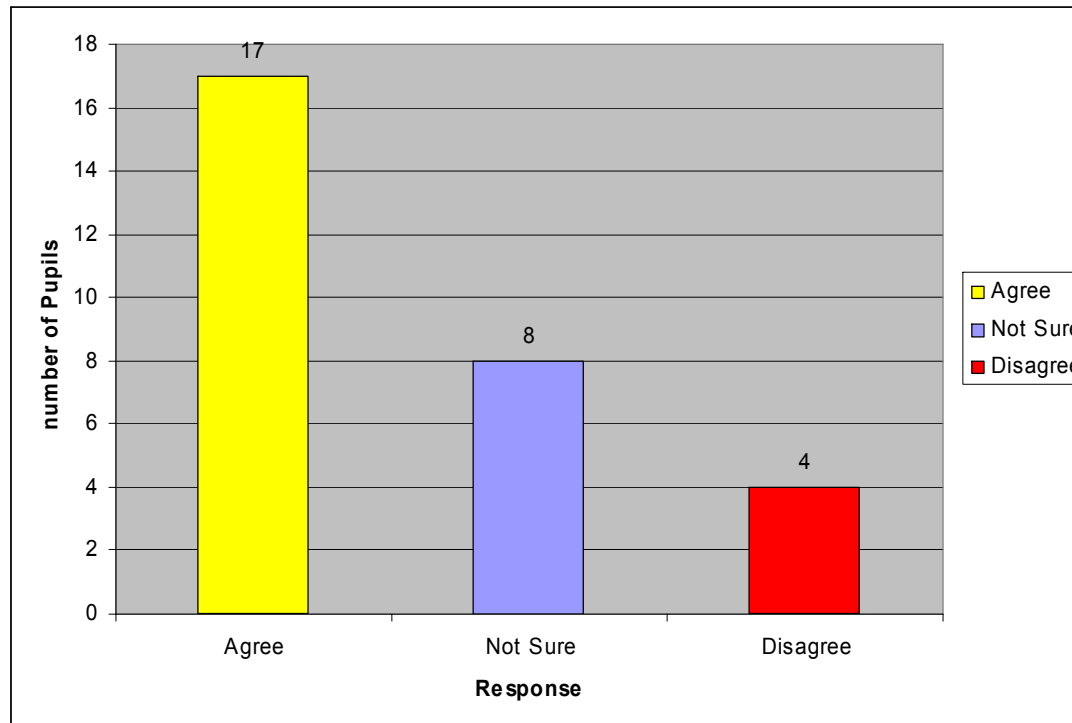
Question 15 – Teachers use BSL resources

In some subjects this is easier to achieve than in others. There is an ongoing need to produce curriculum materials in visual formats.



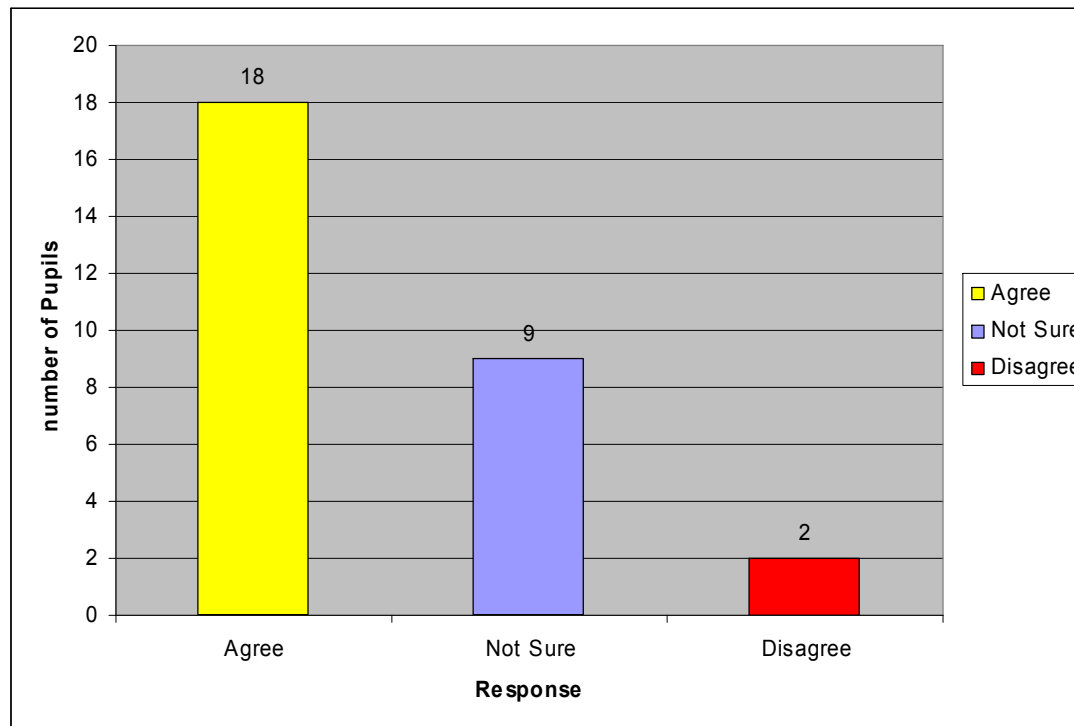
Question 16 – Signs in the school are clear and easy to understand.

Much work has been done on this recently and things are certainly improving. We now have the BDA finger spelling font on all computers which helps us to achieve this. Posters and signs are accompanied whenever possible by an image to help convey meaning. It would seem from the pupil response that we are succeeding in this.



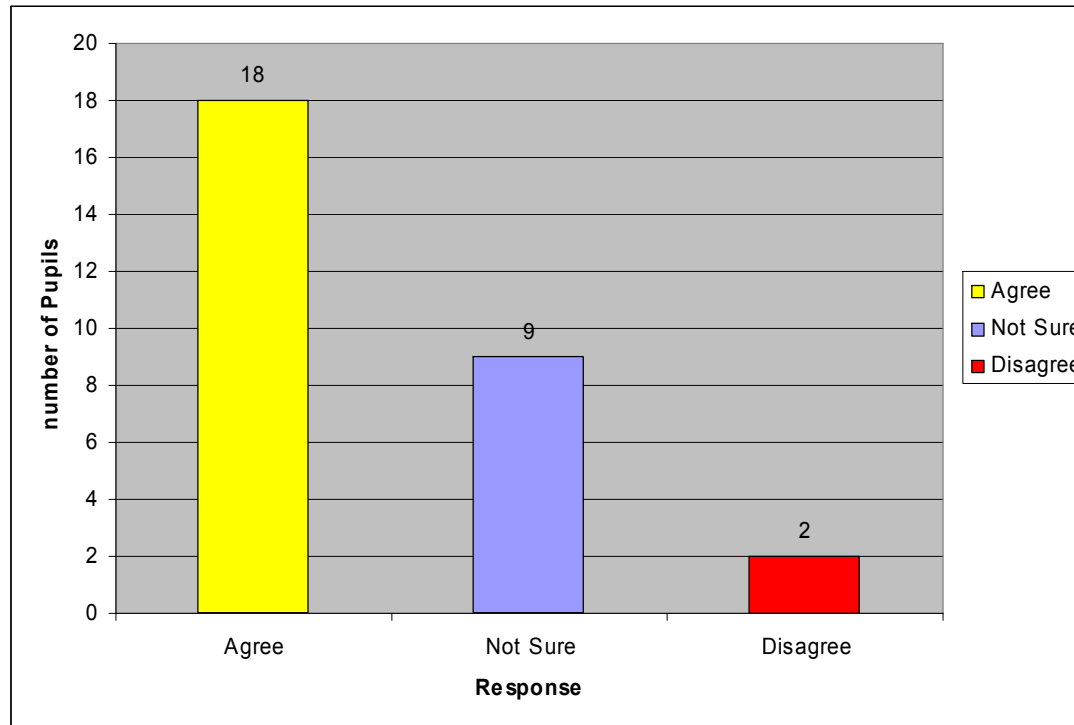
Question 17 – Rooms and Facilities are well organised to allow easy communication and learning.

Again this elicited a positive response from the pupils and should hopefully improve further when we move to our new school in Linlithgow. The new school is purpose built taking into account the needs of our pupils.



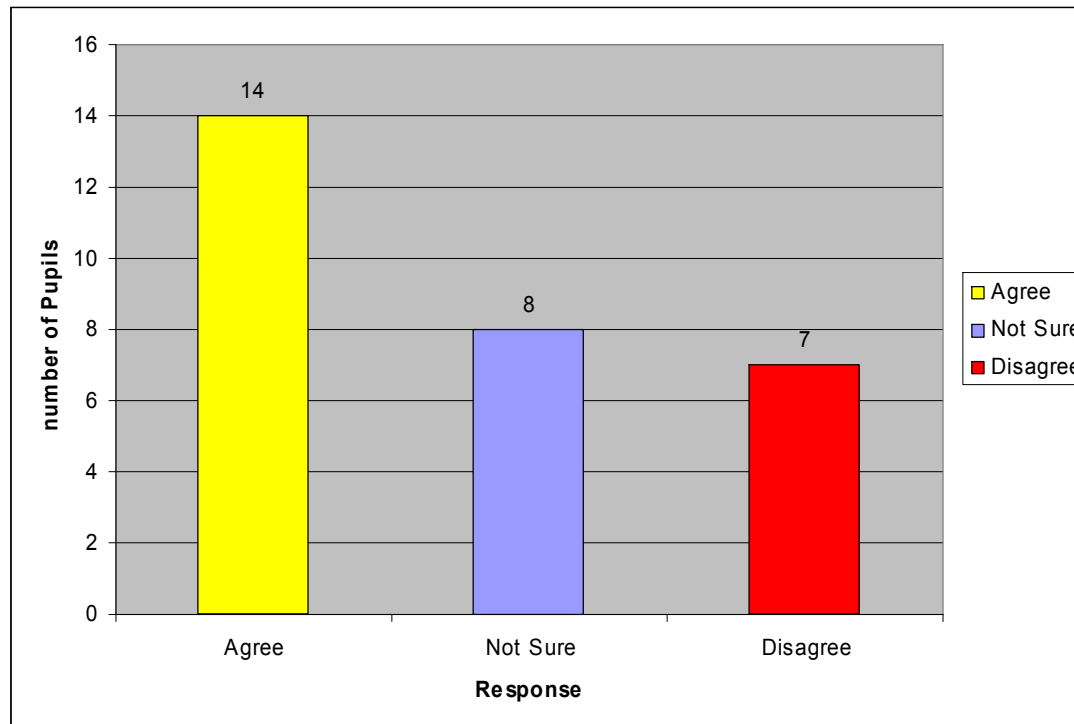
Question 18 – Classrooms are organised so that we can communicate easily.

This is down to the subject teacher and the space and facilities that are available in each classroom. Again this is something that should improve when we move to the new school.



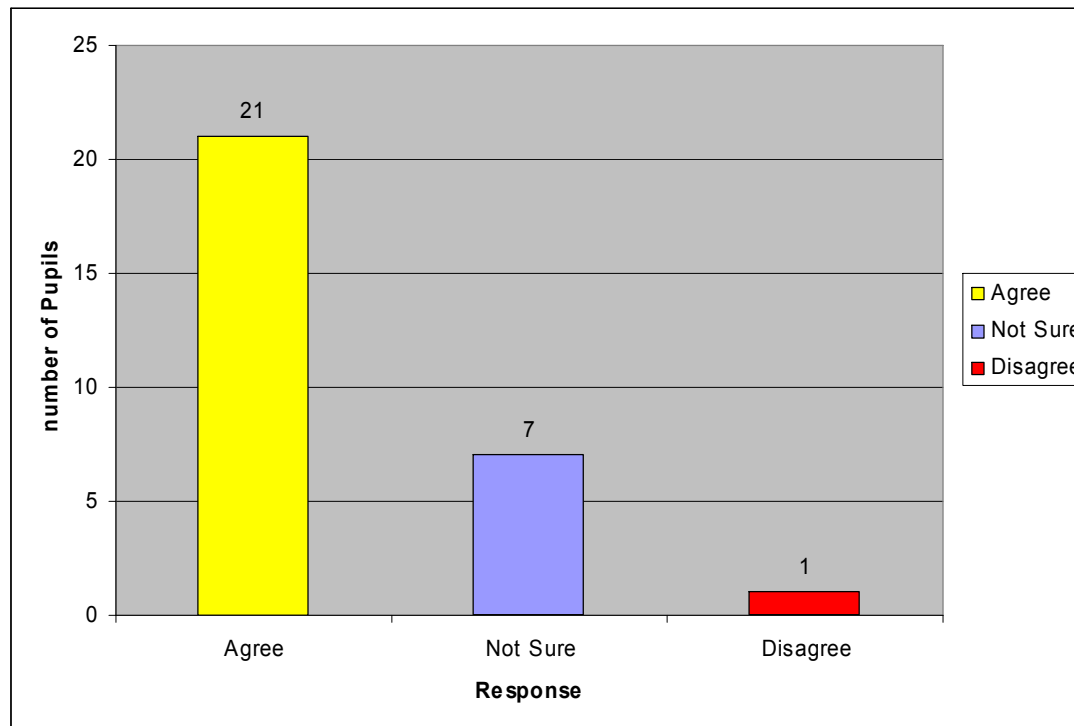
Question 19 – Visitors can go anywhere in the school no matter what their disability.

We are somewhat limited to the number of changes that we can make to the school as it is a listed building. Once again the new school should improve matters. We have installed a lift and ramps and there is no public area of the building that is inaccessible to visitors. An action for development is the provision of Braille and other visual signage on important rooms. This is something that will be implemented for the new building in Linlithgow.



Question 20 – I have access to the equipment that I need.

All of the pupils have access to equipment that they need to be able to communicate and learn at Donaldson's. Some pupils have expressed a wish for Smartboards and modern technology and how this would help them to learn. Every classroom in the new school is going to be equipped with a Smartboard and this should improve things further by giving better access to a range of internet resources and software.



Appendix C: DES Questionnaire

Background

In 1995 the Disability Discrimination Act (DDA) introduced new laws to try and end discrimination faced by many disabled people. In 2005 this act was amended and introduced a new duty on all public sector authorities' to promote disability equality. In response to this the School produced a Disability Equality Scheme in December 2006. To ensure that our scheme meets the requirements of this duty it is important that we seek the views of all of our staff and pupils to highlight our priorities for improving disability support and access for both staff and pupils.

The involvement of staff and pupils in revising and improving our scheme is vital and this is why we are calling on you for your views.

This questionnaire is just one of a range of consultation exercises that we will be conducting as we seek to revise and update our Disability Equality Scheme.

Confidentiality

The views you provide in this questionnaire will be kept entirely confidential.

Responses will only be used in an anonymous way to inform the Disability Equality Scheme. However, if you would like to include your personal contact details there is a space for you to do so at the end of the questionnaire. If you include these details and raise specific issues that we believe require immediate action we will contact you to discuss this.

Completing the Questionnaire

The questionnaire should take just a few minutes to complete. Once you have completed it please return it by e-mail to Michael Buchan at equalitymatters@donaldsons.org.uk, or send a hard copy directly to Michael Buchan.

Equality Matters – Request for Involvement

To support our efforts we have established a new email address for any member of staff or pupil to highlight any concerns or issues regarding disability equality. The address is equalitymatters@donaldsons.org.uk. Any information sent to this address will be kept entirely confidential and before any action is taken the matter will be discussed with the individual concerned.

We also propose to set up a new Equality Forum to monitor our progress against the actions that we need to take to improve disability support and access for staff and pupils. If any member of

staff wishes to volunteer for this forum please send an email to equalitymatters@donaldsons.org.uk.

Thank you in advance for completing the questionnaire

Janice MacNeill
Michael Buchan
Neil Donald
Jenny Hope
Mary O'Brien

Please complete this as soon as you can and return by Wednesday 19th September 2007.

A. Disability Status - Disclosure

A disabled person is defined in the Disability Discrimination Act as someone with a physical or mental impairment that has a substantial and long-term impact on their ability to carry out day-to-day activities.

1. Having read this do you consider yourself to be covered by the definition?

Yes (go to Q3)

No

2. If you answered 'no', do you have any impairment or long term medical condition which has an impact on your life?

Yes (go to Q3)

No (go to section C)

3. If you answered 'yes' to Q1 or Q2, please indicate (using the boxes below) the nature of your disability

Dyslexia/Learnin	<input type="checkbox"/>	Mobility difficulties	<input type="checkbox"/>	Chronic	<input type="checkbox"/>
------------------	--------------------------	-----------------------	--------------------------	---------	--------------------------

g disability				progressive condition (e.g MS, Cancer, HIV)	
Blind/Partially sighted		Upper limb or back problem, Repetitive Strain Injury (RSI)		Chronic recurrent condition (e.g asthma, epilepsy)	
Deaf/Hearing loss		Mental Health Difficulty		Autism Spectrum Disorder (including Asperger Syndrome)	
Other (please state)					

4. Did you declare a disability when applying for your current job?

Yes (go to Q9) No Don't Know (go to Q6)

5. If you answered 'No', what were your reasons for not disclosing?

I did not have a disability at the time		I feel this information is private and not work-related		I do not remember being given the opportunity	
I did not consider it to be relevant to my role		I was unaware of the benefits of doing so		I was concerned I might be discriminated against	

Another reason, please specify:

6. Have you disclosed your disability to Donaldson's since?

Yes No (**go to Q9**)

7. To whom did you disclose?

My line manager	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>
A colleague	<input type="checkbox"/>	Equal Opportunities Officer	<input type="checkbox"/>
Senior Manager	<input type="checkbox"/>	Other, please state:	

8. How would you rate the level of response you received upon disclosure?

Poor	Average	Good	Excellent
------	---------	------	-----------

9. Have you any suggestions to make it easier for staff to disclose a disability?

B. Access to Work

The Access to Work programme is run to provide support to overcome the effects of disability at work.

1. Have you heard about the Access to Work programme?

Yes

No (go to Don't Know (go to

section C) section C)

2. If 'yes' where did you first find out about it?

My previous employment	<input type="checkbox"/>
The School Website	<input type="checkbox"/>
HR (includes Equal Opportunities Officer)	<input type="checkbox"/>
My line manager	<input type="checkbox"/>
Colleagues	<input type="checkbox"/>
The Equal Opportunities Working Group	<input type="checkbox"/>
Disability Awareness Training	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>

3. Have you applied for Access to Work?

Yes No Am applying Don't Know

4. If you have applied for Access to Work please could you tell us, briefly how you found the process, whether you were pleased with the outcome and whether anything could have been improved?

C. Information and Communication

1. Do you feel that sufficient information is provided regarding disability support for staff?

Yes

No

Don't Know

2. How do you think staff can be made better aware of disability related provision?

D. Disability Equality Scheme:

1. In order to ensure that our Disability Equality scheme meets the needs of disabled staff, pupils and other members of our Community what do you feel are the key areas that the scheme needs to focus on? (tick any that apply)

Academic areas (inc. learning and teaching)	<input type="checkbox"/>	IT Support	<input type="checkbox"/>
Internal communication (meetings etc.)	<input type="checkbox"/>	Services for disabled staff	<input type="checkbox"/>
External communication (website etc.)	<input type="checkbox"/>	Services for disabled pupils	<input type="checkbox"/>
Staff development and training	<input type="checkbox"/>	Monitoring and impact assessment	<input type="checkbox"/>

Physical environment (estates)		Consultation with disabled staff and students	
Induction of new staff		Relations with local and regional community	
Employment policies and HR advice			
Other (please state)			

2. Which do you feel is the single most important area and why?

3. Has this questionnaire missed any important issues or topics with regards to the experience and participation of disabled staff, pupils and other members of the School? If so what are they?

Thank you for taking the time to complete this questionnaire
Information from this questionnaire will be used anonymously. However, if you do provide your name and contact details we will respond to particular specific issues if appropriate.

Name		e-mail address	
Department		Contact number	

Appendix D: DES Questionnaire Findings

The findings of the questionnaire indicate the following trends and issues which will be addressed by the Equality forum:

- A 20% response rate was received
- Whilst it is already known that approximately 20% of staff have a hearing disability other conditions highlighted were:
 - Dyslexia
 - Chronic recurring condition (not specified)
 - Asthma
 - Ushers syndrome (an inherited disorder characterised by a moderate to profound hearing loss and progressive vision loss due to degeneration of the retina)
- Whilst 30% of respondents felt that communication on disability issues was adequate, 55% were unsure or felt that communication could be improved
- Suggestions to improve communication include:
 - More consultation with staff and pupils
 - More information in School induction packs for new staff
 - A briefing on the purpose of the DES for all school leavers
- Whilst the majority of comments were naturally related to hearing/deaf issues a small minority of respondents felt that communications on disability had become too 'deaf focussed' and felt that this should be widened to all disabilities

Appendix E: Involvement of Disabled People

Aim

- To ensure that a broad spectrum of disabled people are given the opportunity to contribute to and develop the College's DES

Action	Who	When	Update @ September 2007
1. Provide all staff with disability equality training to ensure they can recognise disabling barriers and provide a fully inclusive service to our pupils	Strategic Management Team	Commences October 2007	Strategic Management Team to be trained early October Rolled out to rest of staff from November onwards
2. Issue an annual survey to all staff seeking their views on issues, priorities	Head of Human Resources	June 2007; annually thereafter	Survey issued 18 returned @ 19 th September Results to be submitted to Equality Forum for consideration

and actions			
3. Establish an Equality Forum (EF) for disabled staff to provide their views on issues, priorities and actions	Head of Human Resources	June 2007	First meeting to be held in October
4. Work with the Equality Forum to review the recommendations from the DRC and produce agreed remedial action plans	Head of Human Resources; Equality Forum; Strategic Management Team	October 2007	First meeting to consider role of the Forum, review survey results, discuss DRC recommendations
5. Seek the views of our pupils through the School Council and link to EF	Head Teacher	August 2007	Meetings held with 2 Principal Teachers to instigate this process Repeat earlier pupil questionnaire (Appendix A) and compare results
6. Review with the Equality Forum	Equality Forum; Strategic	September 2007	At first meeting

how best to involve a wide range of disabled people from outside the College in development, planning and monitoring	Management Team		
7. Agree issues, priorities and action plan	Equality Forum; School Council; Strategic Management Team	September 2007	At first Equality Forum meeting
8. Set up joint review panel to monitor involvement and activity	Representatives from: Strategic Management Team; Equality Forum; School Council	September 2007; quarterly thereafter	Ongoing

Appendix F: Gathering Evidence

Aim

- To ensure that any actions taken to promote equality of opportunity are based on well founded evidence

Action	Who	When	Update @ September 2007
1. Implement an annual staff survey with specific questions relating to the disability and the actions taken	Head of Human Resources; Equality Forum	June 2007; annually thereafter	Survey issued on 7 th September 18 returned @ 19 th September
2. Jointly monitor progress of actions from the questionnaire against agreed actions with the Equality Forum	Strategic Management Team; Equality Forum	September 2007	25 th September

3. Monthly standing item for review on Strategic Management Team Meeting Agenda of progress	Strategic Management Team	August 2007	From 25 th September
4. Revise equal opportunities recruitment questionnaire adding specific questions relating to disability	Head of Human Resources Equality Forum	June 2007	Ongoing
5. Revise Exit interview questionnaires adding specific questions relating to disability	Head of Human Resources Equality Forum	June 2007	Ongoing
6. Launch a dedicated email	Head of Human Resources	August 2007	Completed August 2007

address for any staff member to raise issues			
7. Seek the views of pupils through the School Council	Head Teacher	August 2007	Ongoing
8. Any feedback from formal HMI or Care Commission Inspections	Strategic Management Team	As delivered	TBA
9. Review existing information (e.g. equal opportunities questionnaires etc.) for existing material	Head of Human Resources	July 2007	Ongoing
10. Implement mechanism for parents to provide feedback through the Parent/Staff Association	Principal	September 2007	Ongoing

Appendix G: Action Planning + Prioritisation

Aims

- To bring equality of opportunity into the strategic planning and decision making processes of the College

Action	Who	When	Update @ September 2007
1. Development of targets against actions identified by evidence gathering exercises and impact assessment	Strategic Management Team; Equality Forum	September 2007	Ongoing
2. Prioritisation of actions identified by evidence gathering exercises and impact assessment	Strategic Management Team; Equality Forum	September 2007	Ongoing

(previous sections)			
3. Present information to the Board of Governors for comment and monitoring by external group	Head of Human Resources	September 2007; 6 monthly thereafter	Ongoing
4. Present information to the Stakeholder Involvement Group for comment and monitoring	Head of Human Resources	September 2007; 6 monthly thereafter	Ongoing
5. Quarterly Strategic Management Team Meeting with Equality Forum representation dedicated to reviewing progress against actions	Strategic Management Team; Equality Forum	September 2007	Ongoing

6. Revisit the six elements of the general duty to ensure that each one is addressed in the College's action plans	Strategic Management Team; Equality Forum	September 2007	Ongoing
7. Continue to develop positive role models and attitudes to disability	Strategic Management Team; Equality Forum	October 2008	Posters in school; Identify sports stars etc. with disabilities to give talks to pupils
Actions From The DES Questionnaire			
1. Improve on 20% response rate	Equality Forum	September 2008	Agree new target response rate
2. Improve on 30% positive comments on communication	Equality Forum	September 2008	Agree new positive target rate
3. Review suggestions for	Equality Forum	March 2008	Agree communication processes

improved communication, including wider focus of disabilities			
---	--	--	--

Appendix H: Impact Assessment

Aim

- To ensure the College is aware of the impact of our actions on disabled people

Action	Who	When	Update @ September 2007
1. Identify the major policies and activities and those that have a major impact on disabled people	Strategic Management Team; Equality Forum	August 2007	Six initial policies identified to be verified with the Equality Forum
2. Identify what this impact is (positive, negative or neutral)	Strategic Management Team; Equality Forum	August 2007	Ongoing
3. Identify what the impact should be	Strategic Management Team; Equality Forum	August 2007	Ongoing

4. Identify actions and priorities for the Action Plan	Strategic Management Team; Equality Forum	September 2007	Ongoing
5. Jointly monitor agreed actions with the Equality Forum	Strategic Management Team; Equality Forum	September 2007	Ongoing
6. Quarterly standing item at Strategic Management Team Meeting	Strategic Management Team	August 2007	Implemented August 2007 Monthly item for first 6 months
7. Identify policies that need development to positively promote equality of opportunity	Strategic Management Team; Equality Forum	September 2007	Ongoing
8. Agree action plan to implement these policies	Strategic Management Team; Equality Forum	September 2007	Ongoing

Appendix I: Service Procurement

Aim

- To ensure that any service provider complies with relevant legislation as necessary

Action	Who	When	Update @ September 2007
1. Identify suppliers of goods and services to the College	Head of Finance & Administration	September 2007	List identified
2. Review existing contracts to ensure they commit to comply with relevant legislation	Head of Finance & Administration; Head of Human Resources	February 2008	
3. Write to all existing suppliers asking for evidence of compliance with relevant legislation	Head of Finance & Administration	October 2007	Letter drafted and ready for issue
4. Develop new	Head of Finance	February	Ongoing

template for supplier agreements to include evidence of compliance with relevant legislation	& Administration; Head of Human Resources	2008	
5. Implement process for all new suppliers to demonstrate commitment and compliance with relevant legislation	Head of Finance & Administration	March 2007	Ongoing
6. Produce action plan to review responses from existing suppliers	Head of Finance & Administration; Head of Human Resources	January 2008	Ongoing
7. Review and monitor agreed actions with the Equality Forum	Strategic Management Team; Equality Forum	March 2008	Ongoing

Appendix J: Actions Already Taken

A number of initiatives have either been well-established practices in the School or have been instigated as part of our drive towards equality of opportunity. The main actions are:

Action	Benefit
Using accessible teaching approaches and strategies; providing materials in alternative formats where required; ensuring access to school trips and exams	Allows pupils to have individual learning patterns to maximise learning; Enables all pupils to access external trips and examinations
Provide structured leisure activities at breaks and after school	Provides a choice of additional activities (such as dvd clubs, mountainbiking etc.)
Providing induction loops, wheelchair access, suitable seating	Enables all staff, pupils and visitors to have full access to the School and facilities
Installing 'TalkBy Text' software on all pc's	Provides all staff and pupils with the opportunity to communicate with anyone in the School, and externally, who has this system
Providing school handbooks and general school information in the preferred format of the pupil	Enables pupils to access important information
Employing speech and language professionals, audiologists and occupational psychologists	Provides specialist support to pupils

Sourcing Occupational therapy and physiotherapy	Provides specialist support to pupils
Stakeholder Involvement Group	Set up to be involved in all aspects of the DES and help monitor our actions; Involved in the impact assessment of our policies and procedures
Pupil DES group	Allows pupils to input to the development and monitoring of the School's DES
Equality Forum	A Forum for disabled staff to provide their views on issues, priorities and actions on the DES; Act as a key group in the implementation and monitoring of the actions arising from the DES
Deaf staff group	Providing a valuable resource to the pupils as adult deaf role models
All staff DES Questionnaire issued	Formal survey of staff views and attitudes towards equality
Dedicated email box set up: equalitymatters@donaldsons.org.uk	New communication tool to allow pupils and staff to register any issues with regard to equality of opportunity
DES issues a monthly standing item on the Strategic Management Team Meeting	Allows any issues to be debated and addressed as 'business as usual' items