



St James School

Disability Equality Scheme 2016

**To run alongside Schools Accessibility
Policy.**

Believe and Achieve

www.stjamesexeter.co.uk



The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means 'limitations going beyond **the normal differences in ability which may exist among people**'. '

Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. **(Study and education related activities are included in the meaning of 'day to day' activities.)**

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;



- difficulty understanding or following simple verbal instructions. Factors that might reasonably be expected not to have a substantial adverse effect include:
 - minor problems with writing or spelling;
 - inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
 - inability to concentrate on a task requiring application over several hours.



Mission Statement

St James School aims to be an outstanding school in every area. Working in partnership with pupils, staff, parents, governors and members of the wider community we will work passionately to raise aspirations, securing positive outcomes and personal success for all students. Each individual child will feel safe, cared for and supported to reach their full potential. Together we aim to:

- Empower students to believe in their own ability, achieve their potential and maximise their achievements.
- Challenge and inspire students through outstanding teaching.
- Develop the independence of students to help them shape their own learning.
- To provide the highest quality provision of care, support and guidance.
- Offer students a wide range of experiences and opportunities-academic, creative, cultural and through outdoor learning.
- Support students in making aspirational life choices and take charge of their own future.
- Prepare students to become responsible members of their community.
- Inspire all students in believing that there is no barrier to success; anything is possible.

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Ensuring that the Examination Centre is accessible

Exam Centre's are required to be accessible to meet the terms of the DDA, not least if there may be instances where candidates are external to the exam Centre.

The building

Statement of need	Current provision
<p>Ensure that the entrances to the Centre and corridors approaching the examination rooms are well lit.</p>	<p>St James School is a new building built specifically for purpose a few years ago. The corridors are well lit either by natural light or by fluorescent lighting. The main examination room (Sports Hall) is well lit in all directions leading to and away from the room, as are all other rooms in the building.</p>
<p>Lighting should be checked for suitability both during the day and for evenings.</p>	<p>Carillion staff ensure that the lighting is fit for purpose and operational at all times the school is open.</p>
<p>Lighting should be evenly distributed, ensuring that it does not cause glare and shadows. This is particularly important for people with a visual impairment or with perceptual difficulties.</p>	<p>As this is a new building it has been built to a high standard so that it may be suitable for both school and community use, the lighting is important for aspects of use. Hence, a lot of time has been spent ensuring the lighting is even at all times in the rooms.</p>
<p>Ensure that there is no lighting which may trigger seizures for those candidates with epilepsy.</p>	<p>The use of fluorescent lighting in any room can, when it malfunctions, cause flickering. In normal circumstances a student with access arrangements would sit their examinations in a smaller classroom where the main source of lighting during the summer is natural light so this should cause less of a problem.</p>

<p>Use tactile surfaces to highlight any steps, stairways or changes in level.</p>	<p>The stairs in the building have, on their lip, special surfaces (raised slightly) which enable people to identify that they are stairs. The front of each stair is a different colour from the rest of the stair to ensure they are visually clear. All handrails are painted a light colour to ensure visual clarity.</p>
<p>Make sure that any obstacles are removed from corridors to enable a wheelchair to gain easy access.</p>	<p>There are no obstacles in any of the corridors. At this time, St James School does not have any students who require disabled access. In the case that we did have a student join us who needed to sit examinations and made use of a wheelchair, we have lifts to enable them to have access to any floor in the building.</p>

<p>If at all possible, try to arrange examination rooms on the ground floor of buildings, and at the very least ensure that they are located near emergency exits.</p>	<p>The best room for holding examinations to allow for the best lighting, space and reduction of noise levels is the Sports Hall, F52 and F53. As we have the use of a lift this does not create an obstacle for anyone of any ability.</p>
<p>Where a private room has been arranged for an examination, check that the environment is suitable for the candidate. For example, is there enough room for a wheelchair and its supports? Is the decoration likely to result in discomfort or hyper nervous stimulation if the candidate has autism?</p>	<p>The rooms used for examinations are large enough to accommodate 30 students. Should a student have mobility issues we can certainly accommodate them in any of the rooms. The atmosphere within the examination rooms are designed to create a calm environment. There are limited/no displays around the walls.</p>

<p>Ensure that those who need to take medication during the course of an examination can do so in privacy and as speedily as possible.</p>	<p>Any student who needs to leave an examination room will do so under normal examination guidelines for students who need to leave. An adult will follow the student where they will be able to make use of the Medical Room.</p>
<p>Try to arrange examination rooms which are close to an accessible toilet. Be aware that many candidates may need adult changing facilities in the accessible toilet.</p>	<p>Disabled toilets are available on each floor should a student require the use of a toilet, if they have mobility issues. They are accessible from any examination room.</p>
<p>Lighting in toilets should be adjustable as this is essential for candidates who are deaf blind.</p>	<p>Lighting within the toilets/Changing rooms are sufficient to ensure students can get changed and use the facilities properly. If however, we have such students, we will look at making the required adjustments.</p>
<p>Mirrors should be used sparingly in an accessible toilet as they can add to the confusion of perceptual problems.</p>	<p>There are limited mirrors in the toilets.</p>
<p>Check that there is also a facility to open the door in an accessible toilet from the outside in an emergency.</p>	<p>All locks are openly accessible from the outside in the event of needing to gain access in an emergency</p>

<p>Centre's should ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.</p>	<p>The evacuation procedures are provided to all students and staff before an examination series. In the event of an emergency whilst using the ground floor there are several emergency exits out of the building all of which are accessible to wheelchair users. If the student is on the upper floor and the lifts are not functioning due to an emergency evacuation all staff and students are aware of the emergency refuge points located around the building. At these points there are call buttons which are enabled when the alarm goes off. This allows the student/staff member to hold a two way conversation with a Fire Officer.</p>
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Seating

Statement of need	Current provision
<p>If you know that a candidate may become unwell during the examination because of the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit disruption for others.</p>	<p>Standard practice at the start of the examination series is to ensure that those candidates who may be unwell are seated next to the door such that they can exit the room with the least amount of disruption.</p>
<p>Make sure that there is sufficient space between desks and chairs to enable a candidate (or invigilator) who uses a wheelchair to enter and leave the area without difficulty.</p>	<p>Students who may require the use of a wheelchair will be allocated a seat near the main entrance to the room. There will always be a minimum of 1.25m between chairs and tables. If space permits, there will be</p>

	more space given to those students in wheelchairs.
Make sure that there are chairs available outside examination rooms to enable those with mobility issues or those who may simply be experiencing particular stress to sit and rest before they enter the examination.	As students congregate in the Hall before the examination there is seating provided for students. It will be made available to any students who might have mobility issues before an examination.
Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.	Where we admit students where seating and posture might be an issue, we will do all we can to ensure that there is seating available which meets their needs.

Signage

Statement of need	Current provision
<p>Make sure that all the signs for the examination and those provided by JCQ are suitably sized and adapted to meet the needs of candidates with a disability.</p>	<p>All signs are produced in both A4 and A3 format and displayed throughout the school to enable those students who might have visual impairments the opportunity to read and access the text.</p>
<p>Sign content should be simple, short and easily understood.</p>	<p>All signs produced are simple, short and easily understood.</p>
<p>Text and lettering should be in a clear, uncomplicated and reasonably sized font (12pt). Sans serif fonts such as Arial are recommended.</p>	<p>The school use Arial, Size 11pt, for all their documentation and communications with parents and students.</p>
<p>The style, wording and design of signs should be consistent throughout the Exam Centre. This will help candidates to easily recognise signs as they move around the building.</p>	<p>All signs are, where possible, produced to the same standards and the same layout and design.</p>
<p>Signage should combine raised text, pictorial symbols, arrows and Braille.</p>	<p>This is an area we will work on if and when the need arises.</p>
<p>Braille signs should have a small tactile arrow on the left side.</p>	<p>This is an area we will work on if and when the need arises.</p>
<p>The colour of signs should contrast with the colour of the walls.</p>	<p>The walls of the school are a variety of colours. All examination signs are produced in black and white. They are a stark contrast to the colours of the walls and are easily identifiable.</p>
<p>Signage should be placed at consistent heights.</p>	<p>All signs are placed at chest height in containers to ensure that all students have the best opportunity to view them.</p>
<p>Make sure that signs which identify examination rooms are situated on the wall in case the door is open when a candidate needs to see the sign.</p>	<p>Signage is placed on both walls and doors.</p>

<p>Floor plans should be placed at main entrances and at designated areas within buildings, such as outside lifts and close to stairways. These should have easily distinguishable symbols to locate areas and should include instructions for visually impaired candidates to enable them to locate lifts, staircases, accessible toilets and examination rooms.</p>	<p>This will be put into place throughout the year however the school does have signage around the building pointing out where each department is located.</p>
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Emergency evacuation

Statement of need	Current provision
<p>Think about evacuation procedures and ensure that all staff, including invigilators, know what procedures are in place for those with a disability, in particular for those who may need assistance to leave a building.</p>	<p>Invigilators, at the time of an examination, will be aware of which students might need assistance with leaving the examinations room should there be an emergency. The school has specific exit strategies and all invigilators are aware of them and will put them into place.</p>
<p>Procedures should be in place so that staff and invigilators know who is responsible for responding to emergency calls.</p>	<p>All invigilators know that it is the responsibility of the school fire officer to make the call in light of an emergency. All students will remain in the room until such a time as either the Head teacher, Deputy Head teacher, Assistant Head teacher or Examinations Officer advise them otherwise (either in person or via the communications systems in place).</p>
<p>Make sure that when evacuation and emergency procedures are being explained to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different.</p>	<p>Students have the processes detailed in their examinations handbook (given at the start of the Examinations season). This is also explained to them in assemblies before the Examinations Season</p>

	<p>starts. Those students who might have specific learning difficulties or disabilities which might require them to have instructions explained in a different format will be spoken individually. Evacuation drills are completed on a regular basis.</p>
<p>Fire alarms which have both aural and visual alerts should be installed. Consider making arrangements for a flashing visual alarm and/or a handheld vibrating alarm. Visit the Deaf Alerter website at www.deaf-alerter.com/website.htm.</p>	<p>In the event of an alarm all students will be made aware of the fact an alarm is in progress using whichever many methods required to assist those with learning/auditory/visual disabilities. The alarms at St James have both aural and visual alerts.</p>
<p>Pictorial symbols should be included on all fire evacuation signs. This will help people with learning difficulties, people with dementia and people who have difficulty reading English.</p>	<p>The school use the current legally acceptable signage with regards to fire exit and evacuation. Students should be able to follow the signs, or the instructions of the members of staff/invigilators.</p>
<p>All fire exit signs should indicate which exits are suitable for wheelchair users.</p>	<p>In the event of a wheelchair user sitting an examination in the Sports Hall at St James School there are several fire exits out of the school all of which lead to the assembly point. All exits are accessible to wheelchair users. If a wheelchair user in on any other floor they will be taken to the refuge point with a member of staff where contact will be made with a Fire officer.</p>



Ensure that all ground floor exits are level and are accessible to wheelchair users.	All exits on the ground floor are accessible to wheelchair users.
Make sure that staff are aware of where any 'evacuation' chairs are and that the chairs are located at identifiable points. All staff should be trained in using them.	The school does not, at this time, have an evacuation chair. There will be measures put into place, and sufficient training, to ensure that any person who requires evacuation, will be able to do so without the use of an evacuation chair. We will, however, look into the possibility of purchasing such things in the future.

Resources

Statement of need	Current provision
Where computers are being used for an examination, for example in the key stage 3 ICT test, ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment.	Both the computers and technical staff at St James are of a very high standard, if the computers are found to not meet the requirements required by any of our students for examination purposes we will of course do everything we can to remedy this.
Ensure that there are backups and alternatives in case support equipment ceases to function.	We currently back up all systems within the school. We have technical support available. A system is installed to ensure that backups happen outside of school at regular intervals.