

New Disability Equality Duty

Disability Rights Commission

The Duty to Promote Disability Equality

Statutory Code of Practice

England and Wales

Making rights a reality

The new Disability Equality Duty places a duty on all public authorities (including schools), when carrying out their functions, to have regard to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes
- Encourage participation by disabled persons in public life and
- Take steps to take account of disabled persons' disabilities, even treating disabled persons more favourably than other persons.

Disability Equality Scheme

There is a specific duty for governing bodies to approve a **Disability Equality Scheme**. For secondary schools this scheme needs to be in place by **4th December 2006** and for primary and special schools by **3rd December 2007**. There is no requirement for nursery schools to have a Disability Equality Scheme, but nursery school

governing bodies might wish to consider preparing a scheme to demonstrate that they comply with the general duties under the Act. Schools must produce an annual report on their scheme but this can be contained in another document, which is published annually such as the School Prospectus. Copies can be obtained from: www.drc.org.uk/PDF/DED_Code_Dec05_pdf.pdf.

Training on the new disability duty for secondary schools.

Richard Rieser will lead this session on Wednesday 15th November, 9.15-12.30 at the Credon Centre. For **Primary Schools** there will be a session, 9.15-12.30, 31st January 2007 Credon. Contact Colin Hardy at Credon (8430 6058) or Pam Wright at Tunmarsh (8430 4843)

New guidance for the existing SEN and Disability Act 2001



Implementing the Disability Discrimination Act in schools and early years settings

In addition to the new duties outlined here, there is now available extensive guidance for schools on the existing SEN and Disability Act 2001. This takes the form of a box folder "Implementing the Disability Discrimination Act in schools and early years settings". Accompanying DVDs contain guidance, examples and practical activities and materials such as a template for the disability action plan. DfES, reference 0160 2006, DfES Publications Centre on 0845 602 2260.

Key changes in emphasis:

- The schools disability action plan must be clearly linked into a rationale relating to the whole school's broad values and objectives.
- Disabled children, young people and adults must be involved. People who may be involved are parents with disabilities, children with disabilities, non-disabled parents of children with disabilities, staff with disabilities and representative groups of the disabled community.
- Impact of policies needs to be measured and there is a much greater emphasis on schools making use of data to identify disabled children and ensure that they are making adequate progress along with others in the school.

The Culturally Inclusive Project is celebrating the end of a third successful year



The package was initially set up as a three-borough project, with Jane Bednall, Jane Handscomb and Sharon Fell – part of Newham's Ethnic Minority Achievement Team, working with Maggie Hewitt (Hackney) and Niv Culora (Enfield). The aims of the project are:

- To review a current unit of work and consider ways of adapting it to make it more culturally inclusive
- To examine the strategies for implementing a culturally inclusive curriculum
- To trial a half term unit of work
- To evaluate the adapted unit of work
- To share the work with other colleagues,

The course is run over three sessions, the final session concentrating mainly on evaluation, presentations, displays of work and networking. This year we concentrated more on evaluating impact and giving pupils a voice (see speech bubbles.)

Every year there have been some excellent schemes and examples of pupil work, but this

year's participants excelled themselves, and the work produced will be going on display in the Credon Conference Hall in late October.

Schools involved in the project include: Star, Park, Earlham, Drew, Carpenters, Brampton, Elmhurst, Essex, St. Joachim's, Oliver Thomas, Curwen, Hartley, Britannia Village, Cleves, Dersingham, Lathom, New City, North Beckton, William Davis, Tollgate, Woodgrange, St. James, Upton Cross and the PRU.



This academic year the project is moving into KS 3 in several secondary schools and more members of the EMA Team have become involved in its delivery.



We also offer a one day course based on the project at the Institute of Education and have disseminated the work to outside agencies including CREAM (Curriculum Reflecting the Experiences of African Caribbean and Muslim Pupils) and UKLA (United Kingdom Literacy Association).

The Culturally Inclusive Project (continued)

A training pack and some examples of units of work developed are due to be published shortly by Mantra.



I learned
people can
be different,
even with the
same religion
Yr. 4 pupil

I learnt
everyone liked
lots of things
the same and
we are all
different.

What is “The Smiths”?

It was launched in 2003 by the National Association for the Teachers of Travellers with input from consultants in both Traveller Education and Literacy.

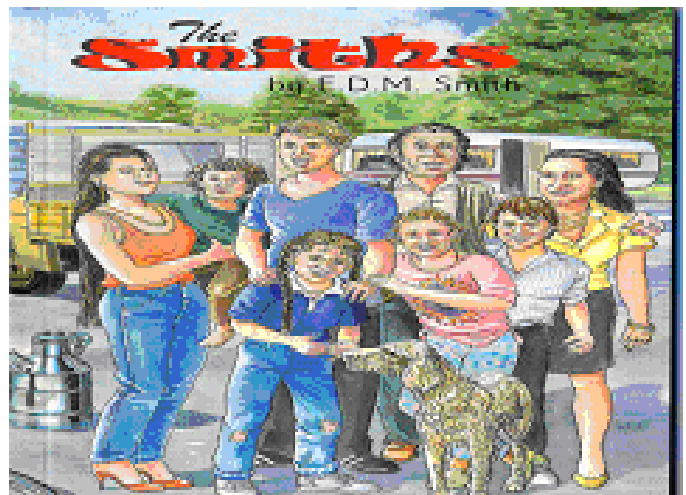
The Smiths is a literacy programme developed as a response to those students for whom it was thought an accelerated and mature early learning set of materials was needed.

The programme is built around a short novel about the lives of a Gypsy/Traveller family at once both ordinary and extraordinary, as in many families. The illustrations are accurate and positively reflect the family. As with similar teenage novels, the narrative is lively and humorous.

Whilst the materials are “culture based” the programme may benefit students who have had little or no formal education, significant gaps in schooling and students who are not showing signs of progress through existing curriculum provision.

Newham Traveller Education Service has worked alongside, and trained, key staff in a number of secondary schools to support students in Newham using this programme.

Further details of the programme can be obtained via Anthea Wormington or Andrew Delamere, Newham Traveller Education Service, Ethnic Minority Achievement, Credon Centre, Kirton Road, E13 9BT. 020 8430 6279.



Person Centred Planning Development in Newham Schools



Ruth presenting to last summer's conference

Person centred planning is a tool to build on and add to existing good practice for seeking and acting upon children's views. In Newham development proceeded as follows:

1. Brampton Manor School was involved in the Valuing People Pilot Project (2005) resulting in two year 10 person centred reviews
2. Summer 2005 Conference (photo above) to raise awareness of person centred approaches and to celebrate and share existing good practice in seeking pupil views. These examples are now on NEPN sharing good practice web site.
3. A number of 2-day training sessions (photo below) delivered by Helen Sanderson Associates, open to any staff in Newham but with a secondary bias.



Person Centred training at NYPC Summer 2006

Evaluation of these courses indicated much appreciation of enthusiastic and energetic trainers and empathy by Newham staff for the approach. However developments were suggested: Firstly that the materials and tools be chosen and adapted to better suit the constraints of a mainstream primary or secondary school setting. Secondly that the training be more general in terms of age ranges of pupils for whom it was appropriate. Sheringham Nursery, who contributed to the examples of good practice at the Conference, is in the process of piloting a PCP project with younger age pupils.

As a result of this evaluation we have now designed a two-day course which we hope will be more appropriate to the school setting and will cater for staff teaching a wider age range of pupils

Date: Two day course 5th & 6th
December 2006

Location: Credon Centre
Tutors: Alison Orphan (Real Life Parenting)
Colin Hardy (IDU)

Audience: Staff actively intending to use PCP with a child

Contents of the course:

- Consider the specific circumstances and needs of your school
- The ethos of person centred thinking
- An overview of person centred planning
- "The tools of the trade" learn how to use 6-7 key tools of person centred planning; Like and admire, Working not working, Best day/Worst day, Important to/Important for, The "Doughnut Approach", Communication chart, Likes/dislikes
- A walk through of a typical person centred review
- Chance to air questions and concerns
- Forming a Network of support.

Places are limited so please contact Colin Hardy at Credon to book: colin.hardy@newham.gov.uk.

SENJIT

Remember we are paid-up members so most of these courses are FREE to you. Look out for your SENJIT newsletter, which should have arrived in your school at the end of last term, or you can look at the courses on the web site. <http://www.ioe.ac.uk/senjit>

We Welcome Newsletter Feedback/Contributions
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