

**REPORT TO: EDUCATION COMMITTEE  
26 NOVEMBER 2007**

**REPORT ON: DISABILITY EQUALITY SCHEME 2007 - 2010 - PROGRESS REPORT**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 597-2007**

## **1.0 PURPOSE OF REPORT**

1.1 The Report informs the Committee of the progress made in implementing the Education Department's Disability Equality Scheme 2007-2010.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Committee notes the progress made in applying the Education Department's Disability Equality Scheme 2007-2010 and approves the Department's *Disability Equality Scheme 2007-2010: Annual Report November 2007*. (Copies are available in Councillors' Lounge and with Group Secretaries.)

## **3.0 FINANCIAL IMPLICATIONS**

None

## **4.0 MAIN TEXT**

4.1 Reference is made to Committee Report 662-2006 which detailed content of the Education Department's Disability Equality Scheme published on 4th December 2006 in order for the Council - as an Education Authority - to meet its statutory Disability Equality Duty under new disability discrimination legislation. Committee approved the Report which was closely linked to the Report which established the corporate Disability Equality and Diversity Scheme.

4.2 There are six general duties associated with the legislation under which the specific duty to publish and report annually on a Disability Equality Scheme.

4.3 Progress is being made with respect to all six general duties as applied to the Education Department and the schools managed by the Department. The following paragraphs summarise what is a huge range of activities as well as procedural and policy developments which are aimed at promoting equality for all children and young people in our schools including those with disabilities.

4.3 Promote equal opportunities: All schools in Dundee and the Department are charged with creating equality of Opportunity for disabled pupils and staff and to ensure that disabled parents and carers can play as active a role as possible in the life of their children's learning and in their school community. A new Supporting Learning Policy has been written to take account of recent legislative changes. The Accessibility Strategy 2006-09 pre-dates the Disability Equality Scheme 2007-2010 and very clearly links the work in improving accessibility to the physical environment, the curriculum and information to the promotion of equality for disabled pupils and staff.

4.4 Eliminate unlawful discrimination: All schools and the Education Department take steps to eliminate discrimination experienced by disabled children, young people and members of staff in order to ensure that they gain maximum benefit from their learning opportunities and their working environment.

4.5 Eliminate disability-related harassment: There are clear anti-bullying procedures which record where pupils involved in incidents of bullying are disabled and which

shows a record of how support is provided. All staff are informed about harassment procedures. There are nominated harassment officers to whom they can address concerns in confidence.

- 4.6 Encourage participation of disabled people in public life: active steps are taken to include disabled pupils and staff in development and planning processes. For example, at Kingspark Special School where every pupil and some parents there is a Pupil Council and parents and pupils regularly have opportunities to share in positive community projects and experiences.
- 4.7 Promote positive attitudes to disability: An *Understanding Disability* training activity is available to all schools. Projects involving disabled pupils and the staff who work with them regularly feature and often gain awards in the Department's annual Celebrating Achievement event. Proposals to build a replacement Kingspark School will see the new school built on a campus with a neighbouring mainstream secondary school and closer physically to the heart of the city.
- 4.8 Take steps to meet disabled people's needs, even if this requires more favourable treatment: The Department continues to direct additional resources towards special arrangements aimed at ensuring disabled pupils have equal access to education. More schools are more accessible than ever. Specialist equipment is provided for individuals and physical adaptations are made to ensure disabled pupils can access the physical environment in mainstream wherever it is possible and reasonable to do so. Fifteen primary schools have enhanced levels of provision (additional staffing and other resources) to enable disabled pupils and others to be included in mainstream settings where that is not possible or beneficial within normal staffing arrangements. Kingspark Special School is highly staffed in partnership with NHS Tayside to ensure that children with moderate to complex needs receive education in an appropriately individualised learning and care environment.
- 4.9 The Appendix provides a summary of steps taken by our schools in promoting equality for disabled pupils, staff and parents in the course of the past year. It is important to recognise and endorse the efforts of schools in this respect and acknowledge the successes - large and small - achieved by disabled pupils in Dundee's schools on a daily basis.

## **5.0 POLICY IMPLICATIONS**

This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

## **6.0 CONSULTATIONS**

The Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance), Head of Finance and all Head Teachers have been consulted in the compilation of this Report.

## **7.0 BACKGROUND PAPERS**

Discover Disability Equality and Diversity in Dundee available on the website at [http://www.dundee.gov.uk/dundeecity/uploaded\\_publications/publication\\_329.pdf](http://www.dundee.gov.uk/dundeecity/uploaded_publications/publication_329.pdf) and the Education Department's *Disability Equality Scheme 2007-2010* available at [http://www.dundee.gov.uk/dundeecity/uploaded\\_publications/publication\\_288.doc](http://www.dundee.gov.uk/dundeecity/uploaded_publications/publication_288.doc)

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DATE: 6 November 2007