

# EAST PARK

## ***Disability Equality Scheme 2006-2009***

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# Disability and Equality Scheme 2006-2009

## CONTENT

1. Introduction	3
2. About East Park	4
▪ Mission Statement	
▪ Our Services:	
– <i>School</i>	
– <i>Further Education and Supported Employment</i>	
– <i>Supported Accommodation</i>	
– <i>Family Support Service</i>	
▪ Challenges	
3. What is a Disability Equality Scheme?	7
▪ What is a Disability Equality Scheme	
– <i>General Duties</i>	
– <i>Specific Duties</i>	
▪ Who is Disabled under the Disability Discrimination Act?	
▪ East Park Accessibility Strategy 2003-2006	
4. Involving Disabled Children, Young People, Parents, Carers and Employees	9
5. Gathering Information and Impact Assessment	10
6. The Action Plan 2006-2009	11
7. Reviewing and Reporting of the Disability Equality Scheme 2006 – 2009	17
<b>Appendices</b>	
▪ Staff Questionnaire	20
▪ Pupil Questionnaire	23

## 1. INTRODUCTION

This document is the Disability Equality Scheme for East Park. It is based on information provided by our disabled children, young people, parents, carers and employees (for more on our consultation see Sections 4 and 5 and the attached Appendices for examples of questionnaires)

The Disability Discrimination Act 2005 (amended the DDA 1995) assigns East Park what are known as 'general' and 'specific' duties to promote disability equality. Producing a Disability Equality Scheme is one of the 'specific duties' of the new DDA 2005. We are required to produce a Disability Equality Scheme no later than 4 December 2006 in order to meet the requirements of the new Disability Discrimination Act 2005

The purpose of the scheme is to promote equality of opportunity for disabled people by identifying the key issues, and implement actions to address any imbalances in equality of opportunity, or outcome for disabled staff and students.

A number of consultations have taken place in East Park and a Consultative Committee has been organised to take forward the Disability and Equality Scheme and to ensure the views and recommendations are taken forward.

The Consultative Committee has produced questionnaires for staff and students which asks questions related to disability equality and include:

- Awareness of Disabilities
- Barriers to the Disabled
- Disclosure of a Disability
- Promotion of Equal Opportunities
- Knowledge of East Park Policy and Procedures
- Information and Communication

The resulting information will be analysed and reviewed by the Disability Equality Consultative Committee which will make recommendations for improvement. An Action Plan is appended that will underpin the delivery of the Disability Equality Scheme. This document will change with time as progress is made against the Action Plan.

This is our first Disability Equality Scheme and it will be reviewed annually and a report produced. This Disability Equality Scheme will run for three years until December 2009.

## 2. ABOUT EAST PARK

East Park is a registered charity which has provided services to children with disabilities, and their families, for over 125 years.

The principles on which our services are based reflect current legislation, policy and good practice. All our services focus on the needs of the young people and are provided in a way which encourages partnership with the child and family.

### EAST PARK MISSION STATEMENT

*East Park is committed to a person centred collaborative approach, where the physical, social, intellectual, emotional, cultural and moral needs of the young person are fully met. We aim to provide an environment where individuality is*

In December 2006, East Park had 17 resident students, aged 12 to 19 and 10 day students, aged 13 – 18. Another 12 students, aged 19-23 attend the Workmates programme.

East Park is registered with the National Autistic Society's Autism Accreditation Programme and is actively working towards accreditation. A review of East Park and its services will take place in January 2007.

East Park employs 120 members of staff, 4 of whom have a declared disability. East Park encourages a culture where people feel comfortable in declaring their impairment so that reasonable adjustments can be made.

### OUR SERVICES

East Park provides four distinct services in different places and at different times to different but sometimes overlapping groups. These services and our commitment to them are summarised below.

#### **School**

East Park provides education for children/young people with additional support needs between the ages of 5 and 19.

The students have significant learning difficulties, as well as a wide range of physical and sensory impairments. Some have special health requirements, while others present with behaviour that is difficult to manage, including those with autistic spectrum disorders.

East Park offers high quality education for children/young people who have complex learning difficulties, often with additional disabilities, challenging behaviour and/or significant health needs:

- Individualised Educational Programmes.
- Individual and group teaching and learning.
- Elaborated curriculum based on 5-14 guidelines and Higher Still.
- Links with colleges and other schools.

- Specialised equipment and resources.
- Opportunities for use of community facilities and amenities.

### **Further Education and Supported Employment**

East Park's Workmates project for 18-25 year olds is designed to provide continuing support for young people with special needs as they make the transition to adulthood.

The service aims to support the young adults so that they have the opportunity of further education, training, employment or voluntary work.

The project is based on the principles of lifelong learning, equal opportunities and social inclusion.

By providing this tailored service and supplying the appropriate individual support, we enable young people to develop skills and strengthen their social identity through training and working in their local community.

### **Supported Accommodation**

East Park offers 24 hour care every day of the year to children and young people aged 5-19 years with complex learning difficulties, significant health needs and/or challenging behaviour.

We work in a person centred way, with the information necessary to effectively support the individual contained in a colourful 'personal organiser'.

Within small teams of staff each child or young person has two named key workers to ensure continuity and consistency of approach.

Registered nurses are on duty at all times who, as well as ensuring high quality social care, are specialists in many medical interventions.

Accommodation is provided in single bedrooms with children and young people sharing some facilities such as dining area, kitchen, bathroom and sitting room within a family style setting.

Physiotherapy and occupational therapy services are provided on site.

### **Respite Service**

The respite service provides for the needs of children and young people, under 19 who have complex learning difficulties with associated health needs and/or high dependency support requirements.

Residential short breaks in Katrine House can range from an overnight stay to longer periods and may be part of a rolling programme.

Katrine house is staffed 24 hours a day by a team of support staff led by a registered nurse. East Park's G.P. visits daily and Maryhill Health Centre provides 24 hour on call facilities.

## **CHALLENGES**

This is a period of significant change for East Park with a new state of the art, purpose built school being developed at the Maryhill site. Residential accommodation has been moved off-site into houses in the community, strengthening community links and encouraging inclusion of disabled young people.

East Park Board and Senior Managers recognised the need for fundamental changes to the way the services of East Park were delivered in order to respond more effectively to the needs and expectations of disabled children and their families. East Park has already made significant progress in developing better services, and is committed to continued development, evaluation and review.

### **3. WHAT IS A DISABILITY AND EQUALITY SCHEME?**

#### **WHAT IS A DISABILITY AND EQUALITY SCHEME?**

A Disability Equality Scheme sets out plans for making equality happen for disabled people attending, living and working at East Park as well as the wider East Park community. The Disability Discrimination Act 2005 gives East Park what are known as 'general' and 'specific' duties.

#### ***General Duties***

The Disability Discrimination Act 2005 places a duty on all grant aided schools and public authorities to promote disability equality. This is called the Disability Equality Duty or 'general duty'.

The overarching goal of the general duty is to promote equality of opportunity. The other elements of the duty both support this goal and require 'due regard' to be given to them in their own right. Under the general duty you must, when carrying out your functions have 'due regard' to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled people that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

#### ***Specific Duties***

The Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005 places education authorities and grant-aided schools under specific duties. The specific duty regulations require East Park to produce and publish a Disability Equality Scheme (DES).

The DES will include a statement of:

- the way in which disabled people have been involved in the development of the scheme;
- methods for impact assessment;
- an action plan that sets out the steps that we will take towards fulfilling our general duty;
- arrangements for gathering information in relation to our delivery of education and its functions;
- arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of our action plan and in preparing the subsequent Disability Equality Scheme.

Instead of systems that seek to redress any inequality, we will endeavour to develop, embed and incorporate pro-active systems that will prevent any inequality or related discrimination occurring or impacting on individuals. In other words, instead of planning to meet the needs of individuals as and when they occur, East Park will need to focus on all its policies and procedures to ensure that only a positive impact results.

## **WHO IS DISABLED UNDER THE DISABILITY DISCRIMINATION ACT?**

The definition of disability is set out in the DDA, which states that:

*'a person has a disability...if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'.*

The Disability Discrimination Act 2005 automatically included those with HIV, cancer and multiple sclerosis in the definition.

## **EAST PARK ACCESSIBILITY STRATEGY 2003-2006**

The Education (Disability Strategies and Pupils Education Records) Act requires East Park to produce an Accessibility Strategy that lays out targets for improvement across:

- the Curriculum
- the Physical Environment
- information/Communication.

The strategy is the responsibility of the Accessibility Working Group and is developed and evaluated through that group. The Accessibility Strategy forms part of the Disability Equality Scheme Action Plan.

## **4. INVOLVING DISABLED CHILDREN, YOUNG PEOPLE, PARENTS, CARERS AND EMPLOYEES**

This Disability Equality Scheme has been developed with the involvement of disabled children, young people, parents, carers and staff of East Park. We will also consult with organisations that provide services to East Park.

East Park is committed to involving disabled people in the development of all its policies, procedures and strategies. A Disability Equality Consultative Committee has been set up by East Park. Its membership consists of:

- 2 Student Representatives
- 2 Staff Representatives
- General Manager
- Head Teacher
- Head of Care
- Training Manager
- Volunteer

The Disability Equality Consultative Committee will continue to consult widely and extensively, both within its own services and externally. Greater involvement by disabled children, young people, parents, carers and staff will enable East Park to:

1. identify barriers
2. identify priorities for action
3. develop impact assessments that take into account the view of disabled children, young people, parents, carers and staff who are disabled
4. gather evidence of areas for development and good practice.

Disabled people will be involved in taking forward the planning, implementing and evaluating of the Disability Equality Scheme.

## **5. GATHERING INFORMATION AND IMPACT ASSESSMENT**

### **GATHERING INFORMATION**

A wide range of quantitative and qualitative mechanisms currently exist for gathering information on the performance of East Park on Disability Equality. The information that is gathered and used at different times of the year by different areas is generally embedded into East Park's evaluation and quality assurance processes.

The Disability Equality Scheme Action Plan will require this information to be collated and reported as part of an essential monitoring process. This will then be used to inform any resulting pro-active changes to our systems at East Park.

The inclusion of focus groups, questionnaires and feedback from other relevant stakeholders will be crucial.

The Disability Equality Consultative Committee will receive initial training on the Disability Discrimination Act 2005, definitions of discrimination and skills such as being a representative. They will have the opportunity to create a series of questions about barriers to learning and participation in school life and use these skills to sample the views of the other students and employees, disabled or otherwise.

The information gathered by the Disability Equality Consultative Committee will be used to develop and implement the Action Plan.

### **IMPACT ASSESSMENT**

Impact assessments are a way of deciding whether an existing or proposed policy, procedure, practice or service does (or may) affect people differently, and if so, in an adverse way. It provides the opportunity to pre-empt potential inequalities rather than monitoring existing inequalities in practice. It also provides the opportunity to promote more positive attitudes towards disabled people and encourage their participation in public life. This approach is one that East Park already practices, though there is recognition that this good practice needs to be embedded further and reflected in the policies and procedures of East Park.

There is a clear need within the scope of the Duty to carry out impact assessments on all the policies, procedures and working practices as part of the Disability Equality Scheme's Action Plan. All key systems have relevant policies attached to them and these will be revisited regularly to ensure that they include positive opportunities to promote equality.

East Park undertakes to conduct disability impact assessments on all new policies and services as they are developed. All existing policies and services will be subject to impact assessments.

## 8. THE ACTION PLAN 2006-2009

OBJECTIVE	WHAT WE WILL DO	RESPONSIBILITY	TIMESCALE	HOW WE WILL DO IT AND MEASURE SUCCESS
<b>IMPLEMENTING THE SCHEME</b>	1. <i>Publish and promote the East Park Disability Equality Scheme 2006-2009.</i>	Disability Equality Consultative Committee (DECC), approved by East Park Management Board (EPMB).	By 4 December 2006.	Completion and publication of the East Park Disability Equality Scheme 2006-2009.
	2. <i>Set roles and responsibilities for implementing Disability Equality Action Plan.</i>	DECC.	By December 2006.	
	3. <i>Identify lead person to oversee implementation.</i>	General Manager reporting to EPMB.	By October 2006.	
	4. <i>Support the setting up of a Disability Equalities Consultative Committee and ensure representative membership.</i>	General Manager.	By October 2006.	
	5. <i>Assess the effectiveness of current methods of gathering information from disabled people on disability equality</i>	DECC.	By December 2007	
<b>PHYSICAL ACCESSIBILITY OF PREMISES</b>	1. <i>Audit of physical access.</i>	Accessibility Working Group (AWG).	December 2006 – December 2009.	Ongoing assessment and improvement of physical access.

	<p>2. <i>Consultation with relevant experts during the planning process to ensure maximum accessibility for disabled people.</i></p> <p>3. <i>Programme of works to East Park to improve access and keep students, staff and parents informed of campus development and changes.</i></p> <p>4. <i>When problems are identified non-physical solutions should be investigated and implemented where possible.</i></p> <p>5. <i>Clearer system for reporting of and responding to any faults affecting access to estates and facilities</i></p>	<p>AWG.</p> <p>DECC.</p> <p>DECC.</p> <p>DECC.</p>	<p>Periodically until completion of works (expected date of completion December 2007)</p> <p>Until completion of works, expected date December 2007.</p> <p>December 2006 – December 2009.</p> <p>By December 2007.</p>	<p>A completed state of the art, purpose built school with unrivalled accessibility for all disabled people.</p> <p>Continue to provide a quarterly newsletter for parents and other interested parties to keep them up-to-date with events and ongoing developments.</p> <p>Continuous monitoring of accessibility through a range of methods – complains forms, questionnaires, verbal feedback etc.</p> <p>Improved signage and information about how to report faults.</p>
<p><b>ACCESSIBLE COMMUNICATION AND INFORMATION</b></p>	<p>1. <i>Develop the existing Communications Policy to enable an accessible communications culture and practice.</i></p>	<p>Policy Development and Review Group (PDRG).</p>	<p>December 2009.</p>	<p>Eliminate fear of disclosure of a disability at any stage in recruitment and employment.</p> <p>Ensure accessibility to all relevant staff documents i.e. availability of alternative formats, access to G drive.</p>

	<p>2. <i>Ensure communication policy includes strategies to enable students to have their views represented.</i></p>	<p>PDRG.</p>	<p>December 2009.</p>	<p>Ensure communication policy includes strategies to enable students to have their views represented.</p>
	<p>3. <i>Improved communication concerning changes to estates and facilities that affect access and usage for staff and students with disabilities with clear channel for disabled people to communicate any concerns.</i></p>	<p>DECC.</p>	<p>December 2006 – December 2009.</p>	<p>Continue to provide a quarterly newsletter for parents and other interested parties to keep them up-to-date with events and ongoing developments.</p>
	<p>4. <i>Review access to G drive for policy documents and other relevant files.</i></p>	<p>DECC.</p>	<p>August 2008.</p>	<p>Review whether this is an appropriate method of accessing central files, and if not establish other alternative methods to either complement existing methods or replace it.</p>
	<p>5. <i>Maintenance of Communication Passports and Personal Organisers for each student, so that they can be assisted in 'having their say'.</i></p>	<p>All Staff.</p>	<p>December 2006 – December 2009.</p>	<p>East Park will develop an approach to the provision of information for disabled people and develop procedures for the use of alternative formats and methods of communication.</p>
	<p>6. <i>Update the East Park Staff Induction Manual to include information on disability equality.</i></p>	<p>Staff Development and Training Manager.</p>	<p>August 2007.</p>	<p>Provide a central information point for information on Disability Equality for all staff.</p>

EXISTING AND NEW POLICIES AND PRACTICES	1. <i>Review existing policies and practices.</i>	PDRG.	December 2006 – December 2009.	<p>The first task is to prioritise which policies and practices should be examined, starting with those that are most relevant to disabled students and employees. These include policies on Recruitment, Sickness Absence, Harassment, Communication and Staff Development and Training.</p> <p>By December 2009, East Park aims to have a set of policies in place that all address disability equality. Every policy is reviewed every 3 years.</p>
	2. <i>When developing new policies and practices, ensure compliance with the Disability Equality Scheme.</i>	PDRG.	December 2006 – December 2008.	<p>Each new policy will be developed with particular consideration given to disability equality. Every policy is reviewed on a 3 year cycle.</p>
	3. <i>Monitoring of Equal Opportunities Forms.</i>	DECC.	December 2006 – December 2009.	<p>Continued monitoring of EO forms to ensure that applicants with disabilities are shortlisted for interview providing they meet the minimum requirements of the post profile. EO forms also give East Park an overview of the profile of its staffing.</p>

<p>Disability Awareness and Promoting Positive Attitudes</p>	<ol style="list-style-type: none"> <li><i>Promotion of the importance of disability awareness and disability equality training.</i></li> <li><i>Advice, support and training for managers on disability and disability equality issues.</i></li> </ol>	<p>Training and Development Manager.</p>	<p>December 2006 – December 2009.</p> <p>December 2007.</p>	<p>East Park is fully committed to providing a wide range of training development programmes and to promoting equal opportunities. Training will be offered as part of the Staff Development and Training Unit's all staff programme and induction to new staff at East Park. This will be adapted to meet the specific needs of departments.</p>
<p><b>Procurement, Partnerships and Purchasing Agreements</b></p>	<ol style="list-style-type: none"> <li><i>Disability Equality is included within all contracts and commissioning agreements where equality is a main requirement of delivering the service.</i></li> </ol>	<p>DECC.</p>	<p>September/October 2007.</p>	<p>We will impact assess our procurement, partnership and purchasing agreements and processes as an early measure to ensure that meeting the general disability equality duty is built-in to the procurement process so that services are provided in ways which promote equality of opportunity for, eliminate discrimination and harassment against, and promote positive attitudes towards, disabled people.</p>
<p><b>Impact Assessment and Evidence Gathering</b></p>	<ol style="list-style-type: none"> <li><i>Periodic questionnaires to parents using the respite service.</i></li> <li><i>Regular parent meetings</i></li> </ol>	<p>DECC.</p> <p>DECC.</p>	<p>December 2006 – December 2009.</p> <p>December 2006 – December</p>	<p>Impact Assessments and Information Gathering will be a continuous activity of the Disability Equality Consultative Committee and</p>

	<p><i>to discuss issues of disability equality pertinent to their child.</i></p> <p>3. <i>Review all comment and complaint forms for issues of disability equality.</i></p> <p>4. <i>Evaluations of training activities to ensure staff are knowledgeable in disability equality issues.</i></p>	<p>DECC.</p> <p>Training and Development Manager.</p>	<p>2009.</p> <p>December 2006 – December 2009.</p> <p>December 2006 – December 2009.</p>	<p>the management at East Park. It is only through the continuous monitoring of our systems, accommodation, communication etc that we can successfully implement our Disability Equality Scheme and plan for future schemes.</p>
<p><b>Reviewing and Reporting</b></p>	<p>1. <i>Annual Review and Report of Disability Equality Scheme and its Action Plan.</i></p>	<p>DECC.</p>	<p>December 2007. December 2008. December 2009.</p>	<p>Review and report on progress made on the Disability Equality Scheme with involvement of disabled people. Demonstrate that the outcomes set out in the Scheme have been achieved and start the process of developing the next Scheme.</p>

## **9. REVIEWING AND REPORTING OF THE DISABILITY EQUALITY SCHEME**

The Disability Equality Consultative Committee will monitor and evaluate our progress on the Disability Equality Scheme Action Plan, which will in turn inform East Park's own annual report.

The Disability Equality Scheme and its Action Plan will be reviewed every three years. Results will be published annually with recommendations to inform and influence institutional practice.

The yearly report for this Scheme will include an update on the Action Plan. We will involve disabled people further both internally and externally and provide information on our disability equality plans and activities. We will also show what has changed as a result of involving disabled people.

The Disability Equality Scheme will be published in an accessible format and will be available in alternative formats on request.

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## **APPENDICES**

- Staff Questionnaire
- Pupil Questionnaire

## **DISABILITY EQUALITY QUESTIONNAIRE FOR EAST PARK STAFF**

### **INTRODUCTION**

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 to place a duty on all grant-aided schools to promote disability equality. In response to this East Park has to produce, publish and implement a Disability Equality Scheme by December 2006. The Scheme will highlight the East Park's priorities for improving disability support and access for both staff and students.

**The involvement of staff and students in drawing up this 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 will be part of devising the Disability Equality Scheme.

### **CONFIDENTIALITY**

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

**Thank you for your time and valuable contributions to the  
Disability Equality Scheme.**

## A. Disability Status - Disclosure

1. 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.

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

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	<input type="checkbox"/>	I feel this information is private and not work-related	<input type="checkbox"/>	I do not remember being given the opportunity	<input type="checkbox"/>
I did not consider it to be relevant to my role	<input type="checkbox"/>	I was unaware of the benefits of doing so	<input type="checkbox"/>	I was concerned I might be discriminated against	<input type="checkbox"/>

Another reason, please specify:

6. Have you disclosed your disability to East Park since?

Yes

No (go to Q9)

7. To whom did you disclose?

My line manager	<input type="checkbox"/>	Other, please state:	<input type="text"/>
A colleague	<input type="checkbox"/>		
Head of Department	<input type="checkbox"/>		

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

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

## B. 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?

3. Are policies and procedures available in an accessible method suitable for your needs? i.e large text and spacing, on computer, on coloured paper.

## C. Disability Equality Scheme:

1. What are the biggest barriers facing people with disabilities within East Park? (Tick all that apply and please use the 'other barriers/further comments' box if appropriate)

Communication (website/access to G Drive)	<input type="checkbox"/>	Fear of discrimination and people's attitudes	<input type="checkbox"/>
Communication (verbal and written)	<input type="checkbox"/>	Lack of reasonable adjustments	<input type="checkbox"/>
Physical environment (access to buildings)	<input type="checkbox"/>	Policies and Procedures	<input type="checkbox"/>
Other (please state)			

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

3. If there are barriers of any kind to disabled people, can you suggest how East Park might remove these barriers?

4. Has this questionnaire missed any important issues or topics with regards to the experience and participation of disabled staff, students and other members of the East Park community? 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 this is appropriate.

Name		e-mail address	
Department		Contact number	

## **DISABILITY EQUALITY QUESTIONNAIRE FOR EAST PARK STUDENTS**

### **INTRODUCTION**

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 to place a duty on all grant-aided schools to promote disability equality. In response to this East Park has to produce, publish and implement a Disability Equality Scheme by December 2006. The Scheme will highlight the East Park's priorities for improving disability support and access for both staff and students.

This questionnaire is just one of a range of consultation exercises that will be part of devising the Disability Equality Scheme.

### **COMPLETING THE QUESTIONNAIRE**

You are being asked to think of the students you work with at East Park and answer the following questions with them in mind. Try to think openly about the experience the student has at East Park and any obstacles, difficulties or issues they may face. Where you can, explain what possible improvements could be made to make the student's experience at East Park better.

If your student is a resident in one of East Park's houses, then please complete Section B.

## A. PHYSICAL ACCESSIBILITY OF PREMISES (SCHOOL)

1. Do you find it easy to get in and out of the school? If not, what things/areas do you find difficult?

2. Do you find it easy to get around the school and the classrooms? If not, what obstacles are in your way?

3. Do you know where to find everything you need in the classroom? If not, how could this be addressed to make finding the things you need easier?

4. Do you think the school is well lit? If not, which areas need attention?

5. Do you find the signs in school are easy to follow? If not, how could these be improved?

6. Do you find it easy to access the school bus? If not, what would make it easier for you?

7. Do you think the access to the toilets and washing areas is good? Are there any improvements that could be made to these facilities?

**If your student resides in one of East Park's residential houses, please complete this section. If not, move on to section C.**

### **B. PHYSICAL ACCESSIBILITY OF PREMISES (HOUSE)**

1. Do you find it easy to get in and out of the house? If not, what things/areas do you find difficult?

2. Do you find it easy to get around the house? If not, what obstacles are in your way?

3. Do you know where to find everything you need in the house? If not, how could this be addressed to make finding the things you need easier?

4. Do you think the house is well lit? If not, which areas need attention?

5. Do you find the signs in house are easy to follow? If not, how could these be improved?

6. Do you think the access to the toilets and washing areas is good? Are there any improvements that could be made to these facilities?

7. Do you find it easy to get access to the garden areas? If not, what would make it easier for you?

**C. ACCESSIBLE COMMUNICATION AND INFORMATION  
(inc. Expressing Feelings, Needs etc).**

1. Are you actively involved in making choices and decisions? If not, what do you think would help you to become more involved?

2. Do you find information easy to access? If not, what measure could be taken to make this easier for you?

3. Do you feel that you can communicate your needs easily (perhaps using symbols, pictures etc.)? If not, what improvements could be made to make this easier for you?

4. Do you know who to speak to if you have a worry, complaint or other issue?

5. Do you know how you can get access to an advocate if you want one? (A person to speak on your behalf)

6. Do you think there is good communication between your teacher, key worker, and your parent/guardian, etc? If not, how do you think this might be improved?

7. Do you feel that you are encouraged to express your feelings honestly and openly? If not, what improvements could be made to make this easier for you to do?

## D. CURRICULUM

1. Do you feel that the staff at East Park understand your disability?

2. Do you feel that you are encouraged to take part in activities? If not, what would make you want to join in more often?

3. Do you have opportunities as appropriate to mix with your peers in mainstream activities/outside of school? If not, what things would you like to do to be more included?

4. Do you feel that you are involved in a variety of different activities at school? If not, what activities would you like to be involved in more often?

5. Do you feel that you are encouraged to work to the best of your ability at East Park? If not, what things would help you work harder?

**E. DISABILITY AWARENESS AND PROMOTING POSITIVE ATTITUDES**

1. Do you think that people at East Park have a positive attitude towards you?

2. Do you think that people at East Park have a positive attitude towards other people with disabilities?

3. Do you think that people with disabilities can be equally as successful as people with no disabilities?

4. Do you think that disabled people on television are presented in a positive way?

5. Do you feel that the teachers at East Park help you to experience things to help your understanding?

**Thank you for your time and valuable contributions  
to the Disability Equality Scheme.**

