

***DOROTHY GOODMAN
SCHOOL***

Disability Equality Scheme

December 2007 – December 2010

Introduction

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.1 The purpose and direction of the school's scheme.

1.1.1 At [Dorothy Goodman School](#) we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school Mission Statement, which states:

"Participation and Achievement for All"

This seems to us to reflect very clearly the ethos of the school and it is an ethos to which all staff need to subscribe.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment

- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme incorporates our Accessibility Plan, and items from the Accessibility Plan have been included within it.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

1.2.1 In preparing this scheme, disabled people were involved in the following ways:

Schools Council consulted – and their views taken into account
 Parents consulted – through the newsletter
 Specialist staff within the school consulted, along with other staff who have a more mild disability (e.g. hearing impairment)
 Site Manager, who has a Physical Disability, asked to make recommendations
 Governors have visited both sites, talking to staff and pupils about disability equality

1.2.2 In the longer term, disabled people will be involved in the following ways:

- *Schools' Council asked to make comment about Access issues (in the widest sense) through their meetings*
- *Establishment of a Consultative Group to review new policies and procedures*
- *Pupil Attitude Survey*
- *Parents consulted through Annual Reviews, Parents' Evenings, Parents' Surveys*
- *Specialist staff and the Premises Officer asked to make recommendations as the Scheme is reviewed annually*
- *Annual item at a full Governors' meeting*

- *Visitors' evaluation sheets*

1.2.3 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

1.2.4 When seeking the views of disabled people, we use their preferred means of communication – including signing, symbols, PECS, AAC

1.3 Gathering Information

1.3.1 All pupils at Dorothy Goodman have a disability. The nature of this disability is normally identified through reports from other professionals, and this information is then recorded and stored by the school. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled staff, parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 **The information about disabled staff and pupils will be used to assess:**

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 **The information about disabled parents and community users will be used to assess:**

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 **Information on staff will be analysed in respect of the representation of disabled people:**

- *in all aspects of the work of the school, for example: teaching, teaching support, administrative support;*
- *at all levels of seniority in the school;*
- *amongst those awarded Teaching and Learning Responsibility Payments;*
- *as permanent or temporary members of staff, full- or part-time or casual staff;*
- *in training and professional development opportunities;*

- *in disciplinary and capability proceedings;*
- *in harassment and bullying procedures;*
- *as contract staff, for example: contract cleaners and agency supply teachers;*
- *among those who take sick leave;*
- *among trainee teachers on placement at the school; and*
- *among those leaving the profession early.*

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- *attract a wider field for recruitment, including disabled people*
- *retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;*
- *develop in-house expertise about what disabled staff and/or pupils may require;*
- *provide role models for children and young people;*
- *bring different life experiences and new skills to the school; and*
- *help foster good relations with all employees by showing that everyone is valued and treated fairly.*

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- *opportunities for disabled learners to take positions of responsibility;*
- *satisfaction and enjoyment levels across a range of school activities;*
- *aspirations and ambitions for the future;*
- *successful transition into the next stages of education, training or employment;*
- *access to school trips;*
- *involvement in after school clubs and activities;*
- *access to work experience placements;*
- *attainment and achievement of disabled learner;*
- *exclusion rates of disabled learners;*
- *meeting the five Outcomes of Every Child Matters*

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- *use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;*
- *ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;*
- *give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;*
- *give disabled parents preferential parking rights;*
- *ensure the needs of young carers are met;*
- *educate parents about the communication systems used by their children*

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. **It is our aim to improve:**

- *the representation of disabled people on the governing body;*
- *the accessibility of meetings for disabled governors;*
- *the accessibility of other governors activities.*

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- *encourage community groups to ensure their activities are accessible;*
- *give due regard to disabled community users when revising school policies and procedures.*

1.4 Impact Assessment

1.4.1 In line with the DRC guidance, **impact assessments will involve disabled people at an appropriate point.** The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used,

e.g. informal feedback from a disabled person about the impact of a policy or procedure.

1.4.3 All school policies and procedures are reviewed on a regular, two-year cycle, and as each review takes place then we consider the impact of our policies in respect of Disability Equality, and we consider how our policies need to be altered in the light of our findings.

1.4.4 A schedule of policies and procedures due to be reviewed is maintained by the Governing Body.

1.4.5 People with disabilities will be consulted at appropriate points.

1.4.6 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance.

This exercise will be completed through the Senior Leadership Team, and through the Consultative Group (working in partnership).

Practices with a high relevance will be take priority for assessment.

The outcome of this assessment will be added as Appendix Two. Over the next three years, all practices will be assessed.

Practices assessed will include:

- *Recruitment practices*
- *Teaching approaches*
- *Classroom routines*
- *Registration routines*
- *Homework*
- *Office routines*
- *Communication with staff*
- *Communication with parents*
- *Events when parents come into school, e.g. Christmas Concert*

This list will be extended as further practices are identified.

1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.

1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:

By referral to the consultative group each time a policy, procedure or practice is updated and every new development.

1.4.9 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the First Action Plan

2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,

- the mapping of policies, procedures and practices and
- how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

2.1.2 The priorities for the school's scheme will in future be set in the light of:

- an examination of the information that the school has gathered;
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
- an assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

2.1.5 Our action plan is included as Appendix Three.

2.2 Annual Reporting

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.

Disabled people will be involved in the process. This report will:

- *be published on the school website*

The person responsible for producing the Annual Report is:

The Head Teacher

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each year by

the Head Teacher. A checklist to aid governors is included as Appendix Four.

- 3.1.2 The Action plan will include the Accessibility Plan, and will feed into the School Improvement Plan as identified priorities.
- 3.1.3 The evaluation of the effectiveness of our scheme will be reflected in our discussions with our School Improvement Partner and with Ofsted when the school is inspected.
- 3.1.4 As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

3.2 Publication of the Scheme

- 3.1.1 Our scheme will be published:
 - *on the school website;*
 - *It will be available in paper format to anyone on request;*
 - *It will be available electronically to anyone on request*

3.3 Reviewing and Revision of the Scheme

- 3.3.1 As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.
- 3.3.2 The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:
 - involve disabled pupils, staff and parents; and
 - be based on information that the school has gathered.
- 3.3.3 The Scheme will be reviewed annually, so that it is in line with Accessibility issues and can be up-dated on a needs basis. This also ensures that we can respond to changing populations within the school.
- 3.3.4 The Head Teacher will be responsible for initiating the review of this scheme.

Appendix 3: Action Plan

Area 1: Promote Equality of Opportunity between Disabled People and Other People

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
Set up systems to involve disabled people.	Head Teacher	1. Establish a consultative group with representation from disabled people.	Governing Body; staff; parents; community	July 2007	Group meets on a regular basis	<i>Group established – meets Fridays at 4:30</i>
	Consultative Group	2. Establish a mechanism for surveying the views of disabled learners in the school.	School Council	December 2007	a) Key Stage 3 views taken into account b) Pupils' views affect matters in school	
Establish a timescale for the review of policies, procedures and practices in light of the 2005 Disability Discrimination Act.	Consultative Group	Consultative Group meets and establishes priorities for a review of policies, procedures and practices	As requested – from school budget headings	July 2007	Review initiated	<i>September 07 – procedures & practices to be reviewed through the Consultative Group</i>
Establish systems for information gathering, in order to meet the six general duties outlined in the 2005 Disability Discrimination Act.	Consultative Group	System established which can be embedded within the on-going functioning of the school	As requested – from school budget headings	July 2007	Information gathering initiated	<i>October 07 – Group has arranged visits to both sites – and have proposed measures to be implemented</i>

AREA 2: *Eliminate Discrimination that is Unlawful under the DDA Act*

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
Review of procedures for staff recruitment to see if they need to reflect positive discrimination	Head Teacher	Consultative Group to decide and then to communicate findings to Office Team	Meeting time	October 2007	New recruitment procedures in operation	<i>September 07 – all candidates who declare a disability will be interviewed</i>
Review of first identified practice to ensure that we are not discriminating unlawfully against people with a disability: Parents attending events in school	Head Teacher	Consultative Group to review the practice and make recommendations	Meeting time	December 2007	Required actions in place	<i>September 07 – Site Manager to facilitate parking for those with difficulties (using area in front of Hydro Pool); Review of practices will now continue in separate Action Plan</i>
Review of policies to ensure that the needs of people with a disability are taken into account	Governing Body	Governors to decide how to make sure that, as part of the normal policy review cycle, the requirements under the DDAct are met	Meeting time	July 2007	Effect of the DDAct on policy documents evidenced	<i>Policies to be reviewed as they arise in the Governing Body's 2 year cycle. Effects – as part of Performance</i>

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
						<i>Management, issues related to disability are now reviewed sympathetically and solutions recorded to enable staff to continue with their work</i>
Review of second procedure / practice – which is Office communication with parents	Office Manager	Ensure that communications from Office ask people if they would like special consideration for events (e.g. if they are Registered Disabled)	Office resources	December 2007	Comments from parents	<i>Review complete – 1/08 – Dictaphones purchased</i>
Movement around Upper Site	Dean	Movement around Upper Site to be reviewed by the Disability Equality Scheme group	Funding will be required (08/09 budget)	December 2008		<i>The difficult area is movement to the Bungalow - what needs to happen is that we need a further slab width on the path behind S4</i>
Access for people with Visual Impairment	Dean	Access to and around both sites to be improved <i>June 08 – paint the school logo on the front doors</i>	Funding will be needed (Private Fund)	December 2008		<i>The visit was completed by members of the Disability Equality Scheme Working Party – scent is now used on both sites at the</i>

						<i>entrance; other items area awaiting funding during 08 / 09</i>
Hearing Impairment	Tony	Visitors to be asked if they need to sit near the front at school events (e.g. Christmas Concert) – for: HI VI Physical Needs	No funding required	July 08	Responses from visitors received	

AREA 3: *Eliminate Disability related Harassment*

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
Consultation with staff members and others who have a disability to establish whether there is a need for action within the context of Dorothy Goodman – seek to establish people’s views	Consultative Group	Establish a mechanism for consultation	Admin / photocopy / school paper etc.	December 2007	Required changes made	<i>Mark has been spoken to (9/11/07) and says adaptations on Upper Site are good – both physical and in terms of adapting working conditions / training etc. to suit the needs of those with a disability</i>
						<i>Sharon (HI) confirms that work conditions for her are good – 1/08</i>

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AREA 4: Promote Positive Attitudes towards Disabled People

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
Employ more people with a disability, and promote the view that such staff have a valuable contribution to make to our working environment	Head Teacher	Examine opportunities in: Gardening	£3000 from school budget	July 2007	Increased number of people with a disability employed by the school	<i>July 07 – we now have four staff with a registered disability employed (2 with HI and 2 with a Physical Disability) and we employ 2 ex-pupils to cut the grass)</i>

AREA 5: Encourage Participation by Disabled People in Public Life

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
Facilitate the participation of two of our older students in the local Council's Youth Forum	Sue Morgan <i>(now Julie Hargrave)</i>	Liaison with the local Council, and with parents; facilitation of transport	Funded by the Local Council	July 2007	Reports from the two students to the Governing Body	<i>July 07 – the two students concerned now attend the Locality Group Meetings – held at Dorothy Goodman</i>
Strengthen the links between our own School Council and the Locality Group	Julie Hargrave	Ensure that the Locality Group Agendas are brought to the attention of the School Council	None required	April 2008	Evidence of comment from our School Council about issues relating to Hinckley	

AREA 6: Meet Disabled Persons' Needs – to Include the Accessibility Plan

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
<p>Physical Needs:</p> <p>Front of the Bungalow – replace the ramp to ensure better access for people with a disability</p>	Pat Lockwood	Ensure the agreed work is completed (via Delia Johnson)	Local Authority funding	September 2007	Ramp in place	<i>Ramp now completed – Sept 07</i>
<p>Physical Needs:</p> <p>Hoists at the Upper Site – track hoists to be put into KS4 toilet, Sensory Room (2), as part of the refurbishments</p>	Pat Lockwood	Pat to ensure that Hoists are in place appropriately and that the Service Contract is agreed	Local Authority funding; £200 from school budget for Service Contract	July 2007	Pupils who use wheelchairs able to access more areas of the school	<i>Hoists now in place – Sept 07</i>
<p>ASD:</p> <p>Two staff to attend the Autism Outreach 3 ½ day training course</p>	Marie Congrave & Tracey Wilson	Head to organise; Office Manager to arrange cover required	£350 from school INSET budget (for supply cover)	July 2007	Outcomes for pupils recorded on Staff Development records	<i>Course was attended by Marie Congrave & Sue Hamlett – Nov 07</i>

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
Communication / ASD: HLTA for communication aids / PECS released for a further 1 ½ days per week to undertake advisory work	Head Teacher	Cover member of staff appointed	£2500 (from LSAs budget)	April 2007	Improved pupil outcomes – P-Levels for English	<i>Gina is now released for 4 mornings per week – 9/07</i>
Hearing Impairment: Hearing Loop access to all pupils who need to use it	Jill Elliott	Hearing Loop – training for all staff in P3	Internal	Dec 2007	All staff able to use Loop	<i>Completed – October 07</i>
Visual Impairment: Specific needs of pupils with VI provided for within the DG environment	New postholder for VI	Devise a Provision Map for pupils with VI at Dorothy Goodman	£2000 – additional salary costs, plus £200 to release the postholder to speak with the VI teacher	July 2008	Evidence of outcomes for pupils in place – in terms of P-Level achievement	<i>New postholders – Jo Smith & Karen Holder – 12/07</i>

Actions Prioritised following Governors' Visit to Lower Site on 6/7/2007

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
Disabled Parking	Head	Two disabled parking bays to be marked in front of the Office on the Lower Site – for visitors	Quote to be obtained	October 2007	Bays used	<i>Practice is OK, even though we do not yet have marked spaces</i>
Bell at front door	Site Manager	Bell to be moved and made more visible	Quote to be obtained	December 2007	Positive comments from visitors	<i>Bell remains in current position, but there is now a clear signpost to it – 10/07</i>
Rail for pupils with VI	Head Teacher; NNEB for VI	Rail to be provided on the grass outside the Library – to assist pupils with VI to learn to walk	Funded from DFC – LS Builders	September 2007	IEP work	<i>Now in place – 09/07</i>
Toilet signage	Site Manager; Resources co-ordinator	Signs improved: Symbolled signs A sign pointing clearly to the toilets	Quotes to be obtained	December 2007	Comments from staff and visitors who know the school	
Magnetic doors in corridors	Site Manager	Views to be sought as to how to improve their working		July 2008	Doors in practical use by visitors who have a disability	<i>Doors have been improved considerably & now work – 12/07</i>

Actions Prioritised following Governors' Visit to Upper Site on 9/11/2007

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
Ramp at the front of the Bungalow is now in place.	Deputy Head / LA			November 2007		<i>It was inspected and looks very appropriate</i>
Steps to the Bungalow are painted Yellow (visual impairment).	Site Manager's Assistant			November 2007		<i>Useful for visibility</i>
Turning circle is needed for wheelchairs – at metal gate through to the Bungalow outside Esther's Class –	Head Teacher; Site Manager	Widen the path next to the steps – quote to be obtained	DFC 08/09	September 2008		
Finger guards for doors	Site Manager	Site Manager to purchase additional guards	R & M budget 2008/09	December 2008	Guards in place in correct doors	<i>Closer in place in Sensory Room; other Guards are OK</i>

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria	Evaluation
<p>VI – sensory strip down the corridors</p> <p>VI – welcome mat in the Entrance Hall (with name of school) – applies also to Lower site</p> <p>VI – sensory sign on the wall as you enter (a larger version of the Sign Co. signs that we have in school?) – also applies to Lower</p>	<p>Head Teacher / Site Manager</p>	<p>Costings to be obtained with a view to items being addressed as soon after April 08 as is possible</p>	<p>R & M budget 08/09</p>	<p>July 2008</p>	<p>Positive comments and approval from pupils with VI and also from the VI teacher and the VI staff in school</p>	

Appendix Four: The disability equality duty and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

<i>Duties to disabled pupils, staff and parents</i>	Yes	No	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> • disabled pupils¹? • disabled staff? • disabled parents, carers, governors, other disabled people who use the school or may want to? 			
Disability equality duty: General duty			
Does the GB have regard to the need to: <ul style="list-style-type: none"> • promote equality of opportunity for disabled people? • eliminate disability discrimination? • eliminate disability-related harassment? • promote positive attitudes towards disabled people? • encourage participation by disabled people in public life? • take steps to meet disabled people's needs, even if this requires more favourable treatment? 			
Disability equality duty: Specific duty			
Does the school have a disability equality scheme?			
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?			
Does the school's scheme show : <ul style="list-style-type: none"> • how disabled people have been involved? • how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> - recruitment, retention of disabled staff? - opportunities for, achievements of disabled pupils? • how the school assesses the impact of its policies, current or proposed, on disability equality? • the steps it is going to take to meet the general duty (the school's action plan)? • how information will be used to support the review of the action plan and to inform subsequent schemes? 			
Did the school implement the actions in its scheme within three years?			
Does the GB: <ul style="list-style-type: none"> • report on its scheme annually? • review and revise its scheme every three years? 			

Appendix Five: Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you;
- looking on the Jobcentre Plus website: www.jobcentreplus.gov.uk