



# **Disability Equality Policy for Supporting Learners**

Policy created by Faye Warren/Julie Day February 2017

To be reviewed February 2018

## Version Control Sheet

Version	Date	Author	Status	Comment	Review Date
1	June 2015	Faye Warren SENCO Julie Day SEND AIP WCAT			June 2016
2	February 2017	Faye Warren SENCO Julie Day SEND AIP WCAT			February 2018

\* *In this document:*

- *the term 'parent' includes guardian and primary carer*
- *the term 'student' includes pupil*
- *the term 'Principals' includes and Headteacher Co-Headteacher*
- *the term 'Vice Principal' includes Deputy Head*

## **Vision and Values**

Our academy is committed to ensuring equality of education and opportunity for pupils/students with a disability. It also strives to support staff with a disability and all those with a disability receiving services from the academy or who are engaged in some way. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our academy believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. It is our hope that all our pupils/students becoming adults of the future will have an understanding and empathy in relation to those with a disability and will positively contribute to an inclusive society.

This Disability Equality Policy for supporting learners forms part of the full academy response to the Equality Act 2010.

## **Definition of Disability**

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Equality Act 2010 sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

## **Our main aims in relation to supporting those pupils/students with a disability:**

- To provide the best possible education for all pupils/students including those with a disability within a supportive and caring community equipping them with the attitude, skills and abilities to cope with a rapidly changing world,
- To ensure that there is no evidence of discrimination in relation to those with a disability,
- To encourage all those connected to pupils/students with a disability to have realistic but high expectations,
- To encourage all pupils/students with a disability to have realistic but high expectations of themselves,
- To ensure that those with a disability feel safe within their learning environment,
- To provide reasonable adjustments to the fabric of the building and academy site wherever necessary to meet the needs of the those with a disability in relation to bespoke individual need or through strategic accessibility planning,
- To review all policies into practice to ensure that they reflect accessibility and reasonable adjustments where relevant,
- To monitor impact of provision for those pupils/students with a disability in relation to agreed measures such as academic progress, attendance and records of bullying incidents,
- To feel confident that our pupils/students have reached their full potential,

- To ensure that up to date national and local legislation or guidance is adhered to and implemented,
- To work alongside parents/carers to allow them to feel equal in meeting their child's needs and to ensure that they feel confident that their child is educated and cared for appropriately,
- To ensure that pupil/student participation is embedded in practice and that reasonable adjustments are made to allow those with a disability to have a voice,
- To engage appropriate specialist services and agencies to ensure that individual needs are being met but also to form part of consultation and involvement on strategic policies being put into practice.

*'Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities'.*

**Paragraph 1.25 The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities**

### **Involvement and Consultation**

Our academy consults with pupils/students with a disability, staff and service users in the development of our Disability Equality Policy to support learners and to inform future developments.

### **Employment and Commitment to Staff Development**

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote disability equality within our workforce. We will ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.

The Equality Act 2010 helps us to understand how to fulfil our duties.

The academy will, taking medical or specialist advice where appropriate and ensure that all reasonable adjustments are made to allow new and existing staff with disabilities to work effectively within the school.

### **Accessibility Planning**

**The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities states that:**

'Schools and LAs need to carry out accessibility planning for students with a disability. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Schools must implement accessibility plans which are aimed at:

- increasing the extent to which students with a disability can participate in the curriculum;

- improving the physical environment of schools to enable students with a disability to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to students with a disability.

‘Schools need to have regard for the providing of adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.’

Our latest Accessibility Plan is available on request.

### **Reasonable Adjustments**

#### **The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities also states that:**

‘The duty to make reasonable adjustments applies only to people with a disability. For schools the duty is summarised as follows:

Where something a school does places a student with a disability at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.

Schools will be expected to provide an auxiliary aid or service for a student with a disability when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.’

The academy will develop reasonable adjustments as part of the whole school accessibility plan as well as providing bespoke provision for individual students.

The latest SEND Action Plan is available on request.

The Local Governing Body is responsible for ensuring that policy is put into practice and this will be reviewed at least annually. They will also support all staff involved by agreeing to them accessing training and by ensuring that they feel secure and comfortable that they are adhering to national and local guidance.

The Local Governing Body with the Head teacher will ensure that there are appropriate levels of insurance in place.

The Local Governing Body with the Head teacher will address the complaints procedure at least annually.

The Head teacher with support from the Senior Leadership Team and the Special Needs Co-Ordinator (SENCO) is responsible for ensuring that the day to day implementation of the policy is carried out in a smooth way and is embedded in practice.

Members of non-teaching staff will support individual pupils/students wherever necessary throughout the school day.

**Appropriate links to Government documentation are:**

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<http://www.legislation.gov.uk/uksi/2005/3221/made>

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

<http://www.legislation.gov.uk/uksi/2011/2260/contents/made>

The SENCO is: Mrs Faye Warren

The named Governor is: TBA

The Headteacher is: Mr Tom Ashley