



## **DISABILITY EQUALITY POLICY**

**Governor Lead: Ms Janine Fox**

**Next Review Date: July 2020**

### **1. Rationale**

The school is committed to ensuring equal treatment to all its employees, students and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We also firmly believe that 'Every Child Matters'.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a student who is a carer of disabled parents.

### **2. Duties**

- a. Promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to.
- b. The Equality Act also requires the governing body to plan to increase access to education for disabled students in two ways:
  - i. Increase the extent to which disabled students can participate in the curriculum.
  - ii. Improve the environment of the school.

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

### **3. Definition of Disability**

- a. A disabled person is someone who has a physical or mental impairment that has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities.
- b. A physical or mental impairment includes sensory impairment, impairment relating to mental functioning including learning disabilities and long-term health conditions.
- c. Long term means an impairment that has lasted at least 12 months or is expected to last at least 12 months.

- d. Normal day to day activities cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

#### **4. General Duty**

We will actively seek to:

- a. Promote equality of opportunity between disabled persons and other persons.
- b. Eliminate discrimination that is unlawful under the Act.
- c. Eliminate harassment of disabled persons that is related to their disabilities
- d. Promote positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- e. Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- f. Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

#### **5. How we will meet the General Duty and Specific Duty**

- a. The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty ie. to produce a Disability Equality Scheme for our school.
- b. The framework is broken down into 6 main areas:
  - i. Promoting equality of opportunity
  - ii. Eliminating discrimination
  - iii. Eliminating harassment
  - iv. Promoting positive attitudes
  - v. Encouraging participation in public life
  - vi. Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment

- c. The school appreciates that in endeavouring to gather full and accurate information to support the development and monitoring of this policy the following considerations will need to be taken into account:
  - i. Reassuring students, staff and parents about confidentiality
  - ii. Ensuring that the ethos of the school is conducive to trust and openness
  - iii. Emphasising how information may lead to beneficial adjustment being made

## **6. Reasonable Adjustments**

- a. The Equality Act requires academies to make reasonable adjustments to ensure that disabled students and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school intends that disabled students and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled students and users. In planning developments to deliver this intention the school considers the needs of current and future students and users of the school. However, reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:
  - i. The extent to which the adjustment would prevent the disadvantage suffered by the disabled persons
  - ii. The practicality of the adjustment
  - iii. The availability of financial assistance
  - iv. The financial burden of making the adjustment
  - v. The size of the school
- b. The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:
  - i. In the classroom
  - ii. In the school curriculum
  - iii. At all times and in all parts of the building (where reasonable)and when
  - i. Disabled persons feel part of the life of the school
  - ii. Disabled persons are included by their peers in all parts of the school
  - iii. Parents of disabled students feel their child is part of the life of the school

- iv. Staff feel confident in working with disabled students
- v. Disabled governors, parents, staff and visitors feel able to fully participate and contribute to school life

## **7. Information Gathering to Support Monitoring and Review**

- a. The school recognises the need to collect data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:
  - i. Student achievement
  - ii. Data analysis
  - iii. Student progress meetings
  - iv. SEN surgeries
  - v. IEP reviews
  - vi. Learning opportunities – ie. take up of courses/external visits
  - vii. Exclusions
  - viii. Social relationships
  - ix. Employment data
  - x. Communication with students, parents, staff and users of the school
- b. The policy and scheme will be published on the school website and be made available on request. The governors will review on an annual basis and details will be recorded in the minutes.