



## **DISABILITY EQUALITY SCHEME**

## **1.0 Vision Statement**

The values that underpin our beliefs and actions should include respect for ourselves, respect for and tolerance of others and respect for the environment.

We are committed to honesty and responsibility in all relationships, respecting the legitimate rights of individuals and stressing the importance of social awareness and sensitivity.

## **2.0 Commitment to the Disability Equality Scheme**

The Academy is committed to ensuring equality of education and opportunity for disabled children and young people, staff and all those receiving services from the Academy. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in Academy life. The achievement of disabled children and young people will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the Academy environment are as accessible as possible. The Academy believes that diversity is a strength, which should be respected and celebrated by all those who work, learn, teach and visit in the Academy.

## **3.0 The Disability Equality Duty (DED)**

### **3.1 Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

3.2 The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

## **4.0 The Duty**

The Disability Discrimination Act 2005 places a general duty on schools and academies who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled children and young people, staff and those using services provided by schools.

4.1 In 2009 the Academy will work on some existing sites and make use of other sites. These sites will be made good as is reasonably practicable for use by people with disabilities. Our new builds and alterations under BSF and other initiatives will take care to be fully compliant with all legislation and make reasonable adjustments for people with disabilities.

## **5.0 Key Areas**

5.1 The Academy will develop their access plan and implement temporary adjustments before it moves into new buildings, these new builds will be fully compliant with respective legislation

5.2 The Academy will pay attention to the needs of disabled people with regard to its BSF plans.

5.3 The Academy will monitor, analyse and address the needs of disabled staff and children and young people where resources exist.

## **6.0 Monitoring**

6.1 To meet the Disability Equality Duty, it is essential that aspects of Academy life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of children and young people by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

## **7.0 Additional implications for the Academy**

7.1 The role of Academy as a service provider

The Academy will have additional responsibilities/implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

## 7.2 Contact with parents/guardians

When providing newsletters and information for parents/guardians, the Academy should make this information available in an accessible format so that parents/guardians, who may be, for example, visually impaired, can access the information.

7.2.1 Additionally, events for parents/guardians such as open evenings, meetings with teachers, should be held in accessible parts of the buildings.

## 7.3 Hiring transport

Academy staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled children and young people.

## 8.0 **Election of parent governors**

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents/guardians to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the Academy Governing Body functions in relation to that parent are covered and the Academy must ensure that they can participate fully in Academy life.

## 9.0 **Involvement and consultation**

It is a requirement that disabled children and young people, staff and those using Academy services should be involved in the production of the Disability Equality Scheme.

9.1 The Academy will consult with disabled children and young people, staff and service users in the development of our Disability Equality Scheme by:

- Consulting with the Academy Pupil Council
- Establishing a Board Policy
- Portal Consultation
- Discussing the policy with disabled staff and children and young people

- Discussing with community users

## **10.0 Making things happen**

In order to ensure that action is taken to meet the Disability Equality Duty, The Academy has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

### **10.1 Good practice examples**

The following are examples good practice at the Academy and our ethos is that we are working towards achieving them in full.

#### **10.2 Promoting equality of opportunity between disabled people and other people.**

- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- Ensuring that the talents of disabled children and young people are represented accordingly through the Gifted and Talented Registers.

#### **10.3 Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.**

- Monitor incidents of harassment and bullying of disabled children and young people. Encourage children and young people to report and take action against offenders.
- If a number of incidents have been prevalent within a particular year group, use assembly to investigate and address the issue with all children and young people.

#### **10.4 Promoting positive attitudes towards disabled people.**

- Use the Academy environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

## **11.0 Making things happen**

### **11.1 Promoting positive attitudes towards disabled people (continued)**

#### **11.2 Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.**

#### **11.3 Encouraging participation in public life by disabled people.**

- 11.4 Ensure that disabled children and young people are represented and encouraged to participate in class assemblies, plays, events and on the Academy Council.

## Creating an action plan

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
<p><b>2008-09- Establish policy and make staff and governors aware of their responsibilities. Inset training on awareness. Plan for key issues to be addressed between 2009 - 11.</b></p>							

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
<b>2009</b>							
Access Plan	Develop Access Plan	A new access plan will be drafted	Reports to Board	Annually	Principal	Sept 2009	
Interim arrangements	Audit access for people with disabilities	2008	Reports to Board	Annually	Principal	Sept 2009	
Parking	Disabled parking	Designated areas	Reports to Board	Annually	Principal	Jan 2009	
<b>2009-10</b>							
BSF and new builds	Access/Egress	Access for disabled	Reports to Board	Annually	Principal	Sept 2010	
Monitoring (Staff)	HR Information System	Analysis of disabled staff & needs	Reports to Principal/ Chief Exec	Annually	Business Manager	Sept 2010	
Monitoring (Children and young people)	Data Systems	Analysis of disabled children and young people & needs	Reports to Board	Annually	Principal	Sept 2010	

## **12.0 Monitoring and reporting**

- 12.1 It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.
- 12.2 The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.
- 12.3 An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.