

# **Disability Equality Scheme**

## **2016/2017**

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## **Mission Statement**

At Bristnall Hall Academy, we are committed to ensuring equality of education and opportunity for disabled students, 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 students and students 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 is as accessible as possible. At Bristnall Hall Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Check list for academy staff and governors**

- ✓ Is information collected on disability with regards to both students and staff? Is this information used to improve the provision of services?
- ✓ Is student achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- ✓ Are disabled students encouraged to participate in academy life? How is this shown through representation in academy events such as class assemblies and the academy council?
- ✓ Is bullying and harassment of disabled students and staff monitored and is this information used to make a difference?
- ✓ Is disability portrayed positively in academy books, displays and discussions such as circle time and class assemblies?
- ✓ Does the academy take part in annual events such as Deaf Awareness week to raise awareness of disability?
- ✓ Is the academy environment as accessible as possible to students, staff and visitors to the academy? Are open evenings and other events which parents or carers attend held in an accessible part of the academy?
- ✓ Is information available to parents, visitors, students and staff in formats which are accessible if required? Is everyone aware of this?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?

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

### 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 or her ability to carry out normal day-to-day activities'.

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 effect on his/her ability to carry out normal day-to-day activities.

### The Duty

The Disability Discrimination Act 2005 places a general duty on 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 students, staff and those using services provided by academies.

### Monitoring

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 students by disability

- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

### Additional implications for academies

The role of an academy as a service provider

Academies have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

### Contact with parents and carers

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

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

### 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 students.

### 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 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.

## **Involvement and consultation**

It is a requirement that disabled students, staff and those using academy services should be involved in the production of the Disability Equality Scheme.

Bristnall Hall Academy has consulted with disabled students, staff and service users in the development of our Disability Equality Scheme by:

## **Examples of involvement**

Consultation with disabled students / staff / parents to determine their priorities for the academy with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

## **Making things happen**

In order to ensure that action is taken to meet the Disability Equality Duty, Bristnall Hall 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.

### Good practice examples

The following examples provide good practice suggestions on how disability equality can be promoted in a academy environment.

- 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 students are represented accordingly through the Gifted and Talented Registers.
- 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 students. Encourage students to report and take action against offenders.
  - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all students.
- 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.
- Promoting positive attitudes towards disabled people (continued)
  - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.



- At academies with specialist units, staff have successfully raised awareness about disability by going to talk to students from the mainstream school.
- Encouraging participation in public life by disabled people.
  - Ensure that disabled students are represented and encouraged to participate in class assemblies, plays, events and on the academy council.

### Disability Equality Scheme Action Plan 2016-2017

Objectives	Action	Outcome / Measure of Success	Responsibility	Timescale
<b>Leadership</b> Governors and senior managers are fully aware of their obligations in relation to DDA 2005	Draft Disability Equality Scheme with involvement and feedback from learners.	Effective involvement and feedback from disabled people on draft DE scheme.	Director of Inclusion	In place
	Publish and Promote full equality scheme.	Scheme reflects the priorities of disabled learners and staff and is widely publicised.	Director of Inclusion	In place
	Prioritise through annual review of the DES the most relevant areas and functions that need addressing.	Disabled learners and staff are involved and inform planning. Relevant priorities identified according to their potential impact on disabled people.	Governors, SLT, Area Leaders, Staff & Students.	With annual review on going
	All Departments to introduce equality monitoring in relation to Disability as well as other areas into SAR.	Student achievement, student satisfaction levels and complaints monitored in relation to Disability and action taken to remove any disparity or disadvantage.	Area Leaders	On going
	Ensure procurement activity addresses disability equality issues	Ensure that external providers of academy services meet their statutory requirements and adhere to the academy's equality policies and practices.	Finance Manager	On going

Objectives	Action	Outcome / Measure of Success	Responsibility	Timescale
<b>Staff</b> All staff are aware of their responsibilities for Disability Equality	Ensure recruitment and selection procedures of learners and employees are accessible and fair.	All recruitment and selection practices reviewed to ensure that disabled people are not disadvantaged. All systems to record equality monitoring and explanation as to why information required.	Governors & SLT	On going
	Support disabled employees including assessment, monitoring of support and adjustments.	Monitoring and tracking system to be effectively established.	SLT	On going
Effective mechanisms are in place to involve disabled staff in key decision making and issues relating to disability equality	Awareness raising sessions for staff which have included input from disabled members of staff in planning and delivery.	Plan and provide regular training and awareness sessions for staff	CPD Leader / Director of Inclusion	On going
	Senior Management to receive training on Disability Equality	Budgets and strategic objectives are set and reflect due regard given to promoting disability equality	CPD Leader	On going
Ensure that disabled employees are not excluded from any academy wide communications	Staff monitoring information sent out to all staff to review and update	Database updated with accurate information	SLT	On going
	Use a wide variety of communication channels and ensure staff are aware that information is available in different formats.	Staff survey findings to be submitted to SMT & Director of Inclusion with action plan of additional pathways.	SLT / Director of Inclusion	
	Alternative opportunities for feedback on academy processes and communication to be	Action plan/costings and timescales to be agreed	SLT	

	established and widely publicised.			
<b>Students</b> Raise awareness, reduce barriers, and promote positive attitudes.	Awareness raising sessions for all students	Plan and provide regular training and awareness sessions for students via: Tutorial sessions, Accessible information on Academy Website Information sheets	CPD Leader / Director of Inclusion	On going
	Provision of quiet spaces for students: (Esp. those with ADHD and ASD)	Use of some classroom space for 'Quiet Zone' at lunch times i.e. Buddy Club or Chill Out Club.	Director of Inclusion	In place
	Enhancement of Careers Centre offer to students	Develop disability related resources within the centre and support tutors	EES Manager	On going

<b>Objectives</b>	<b>Action</b>	<b>Outcome / Measure of Success</b>	<b>Responsibility</b>	<b>Timescale</b>
Community Academy's commitment to eliminating discrimination, equality of access and serving the needs of all sections of the community are demonstrated.	Initiate work with employers	Work with employers and community organisations who currently engage with the academy to ensure recruitment and progression opportunities for disabled students.	Principal, Premises Manager	On going
	Build further Links with outside agencies	Effective links with Social Services, Educational Welfare Officers, School Nursing Service, Looked After Children Service etc	Director of Inclusion, Lead Achievement Coordinator	On going
Academy environment All students visitors and staff to feel comfortable confident and respected	Review and report on progress made on the disability equality scheme	Demonstrate that good progress has been made in respect of meeting academy's legal duties as well good practice.	SLT	December 2016
	Set further priorities for DDA Disability Access improvements	Disabled staff and learner meetings consulted on prioritizing further areas for improvement	SLT / Director of Inclusion	June 2016

## **Monitoring and reporting**

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.

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.

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 Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact: Mr. G. Whall - Director of Inclusion