

# Greenfield and Pulloxhill Academy

## Disability and Accessibility Policy

Date	Review Date	Coordinator	Directors
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# INTRODUCTION

## THE DISABILITY EQUALITY DUTY (DED)

### DEFINITION OF A DISABILITY

The Equality Act 2010 defines a disabled person as anyone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. Substantial means more than minor or trivial and long-term means has lasted or is likely to last longer than 12 months. The definition is broad and includes physical impairments which include sensory impairments and other less obvious disabilities such as ADHD, autism, dyslexia, and speech and language difficulties. It also includes medical conditions such as diabetes or epilepsy. Some specified medical conditions, HIV, multiple sclerosis and cancer are considered as disabilities, regardless of their effect.

### EQUALITY DUTIES

The equality duty extends to all the aspects of a person's identity (known as '*protected characteristics*'), that are protected under the Equality Act 2010. These are race, disability, sex, age,<sup>1</sup> religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.<sup>2</sup>

The equality duty has two main parts the **General Equality Duty** and **Specific Duties**.

**The General Equality Duty** sets out the equality matters that schools need to consider when making decisions that affect the children, staff and those using the services provided by the school.

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share *protected characteristics* or not.
3. Foster good relations between people who share a *protected characteristic* and those who do not.

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<sup>1</sup> For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff.

<sup>2</sup> Marriage and civil partnership are also protected characteristics but only in relation to employment.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard for the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

***The Specific Duties*** are:

- To publish information to demonstrate how the school is complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objective.

## **WHAT WE WILL DO**

1. When making a decision or taking an action the Academy will assess whether it may have implications for people with particular *protected characteristics*.
2. We will consciously consider each aspect of the duty and consider equality implications when developing our policies and before taking any decisions; and will keep these under review.
3. We will assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before it is adopted.

## **MONITORING AND REPORTING**

The equality duty supports good education and improves pupil outcomes. By monitoring all aspects of school life, we can identify priorities such as underperformance, poor progression, and bullying. Monitoring is undertaken by analysing the progress and attainment of individuals, groups of children, whole class/year group. The Academy conducts annual surveys to ensure that children, parents and staff views are known and used to inform decision making. We will use this information to carefully consider what actions to take to improve the experience of different groups of children and develop measurable equality objectives. Staff are made aware of strategies to make reasonable adjustments within the classroom.

Appendix 1 Roles and Responsibilities

Appendix 2 Disability Equality Plan

An annual report is produced for the Head Teacher and Board of Directors (Curriculum Committee) which outlines our progress against our equality objectives/action plan. The findings of this report are used to help us focus on what can be done to tackle issues and improve outcomes.

## **CONTACT WITH PARENTS AND CARERS**

Contact with parents and carers is very important in providing support to families and encouraging the free information flow between school and home. We aim to provide information in accessible formats to suit the needs of the intended audience.

Contact takes the following forms:

- Newsletters and information via hard copy/email
- Text messaging system
- Website
- Academy App
- Events such as open evenings, meetings, parents' evenings

Parents/carers are surveyed to ensure that the medium and frequency of communication is appropriate. Special physical access arrangements for parents are made on request.

## **INVOLVEMENT AND CONSULTATION**

Regular stakeholder surveys are undertaken to ensure the production of our Disability Equality Scheme is informed of current requirements or requests.

## **ELECTION OF PARENT GOVERNORS**

The procedure for the election of parent governors is in line with legislation and the Academy will ensure they can participate fully in school life.

## **ACCESSIBILITY OF BUILDINGS**

The Academy Statement of Educational Needs Co-Ordinator, SENCO, (named in Appendix 1) is responsible for the planning and assessment of children with Special Educational Needs (SEN) and ensuring reasonable adjustments are made in respect of access under DDA where access is required. Generally, all pupils are encouraged to take part in all aspects of school life. As far as possible, the academy will ensure the children have access to sporting and outside activities. Individual risk assessments will be provided for children with SEN engaged in school trips or visits.

Where an activity is inappropriate due to a child's disability, alternative activities will be provided.

This assessment will also include additional suitable measures in place to ensure the safe evacuation of any person with language difficulties, mobility, hearing, vision or other impairment adversely affecting their ability to respond appropriately in the event of a fire or other emergency (as set out in the Academy's Fire Risk Assessment).

Changes to the physical environment to increase accessibility might include:

- lighting and paint schemes to help visually impaired children
- ramps to help physically impaired children
- carpeting and acoustic tiling of classrooms to help hearing impaired pupils

## **REASONABLE ADJUSTMENTS/SPECIAL PROVISIONS**

Reasonable adjustments and special provisions are made where possible. These will be as a result of specific requirements agreed with the SENCO, other professionals and interested parties.

## **AUXILIARY AIDS AND SERVICES**

In relation to both pupils and staff auxiliary aids and services will be provided where possible. This will be as a result of specific requirements agreed with the SENCO, other professionals and interested parties.

## **ENQUIRIES ABOUT HEALTH AND DISABILITY**

The academy will ensure that enquiries regarding health and disability are dealt with sensitively and a positive attitude. This includes during staff recruitment. Information relating to an individual's disability or protected characteristic will remain confidential.

## Appendix 1

### **ROLES AND RESPONSIBILITIES**

#### **Board of Trustees/Governors**

An oversight of the implementation of the Disability and Accessibility Policy, reviewing and agreeing amendments and challenging the Headteacher on the actions and outcomes.

#### **Headteacher**

Identify individuals and groups of learners ensuring equality of access to the curriculum and monitoring of outcomes for these groups.

Identify stakeholders and monitoring access arrangements to ensure equality.

#### **SENCO**

Planning and assessment of children with SEN and ensuring reasonable adjustments are made in respect of access under DDA where access is required.

#### **Staff**

Bring to the attention of the Senior Leadership Team any child or other stakeholder who requires consideration under DDA, planning for and monitoring of the progress and attainment of individual children or groups of learners.

#### **Parents/Carers**

Bring to the attention of staff any changes in stakeholder circumstances that would require adaptations to be considered, working with the academy staff to come to the best outcome.