

Christ Church CE Academy



Disability Equality Policy

This Church of England Aided Academy aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths.

It promotes Christian values and spiritual development through the experience it offers to all its pupils.

These values are implicit in this policy.

Status

May 2017

Draft for Governors

29/1/18

Accepted by governors

May 2019

Date for Review

Disability Equality Policy

This policy supports the Aims of the school. It is linked to the Equal Opportunities Policy, The Accessibility Policy, the Medical Needs Policy and the Special Education Needs Policy. Christ Church CE Academy is a Thrive Leadership school. The school is committed to ensuring equal treatment of all its employees, pupils 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.

LEGAL DEFINITION OF DISABILITY

“Disability: is a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities”

(Disability Discrimination Act, 1995, Equality Act, 2010)

The school understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

AIMS

Our academy aims to provide a happy, safe and caring environment where children can develop an enthusiastic approach to learning. All children will have equal opportunity to reach their full potential both academically and socially. They will be encouraged to work responsibly and independently. The aim is for each child to have high self esteem and be able to move with confidence to the subsequent stages of their education.

We aim to:

- support all children to achieve their best
- provide exciting teaching which inspires and challenges every child
- maintain an ethos where children are eager to learn and make good progress
- encourage high standards of behaviour and self discipline
- support children’s personal development through open and honest relationships
- raise children’s aspirations of higher education training and employment
- ensure all children understand how to keep themselves safe and healthy
- nurture and respect every child as a unique individual
- provide a broad, balanced and relevant curriculum
- foster strong links with parents, carers and the community

Christ Church CE Academy is committed to tackling discrimination against disabled people and promoting equality of opportunity. The translation of this policy into practice is the responsibility of everyone in the school. The legal framework from this document is taken from:

- The Disability Discrimination Act 1995
- Disability Equality Duty December 2006
- Equality Act 2010

SUMMARY OF SCHOOL / ACADEMY DUTIES UNDER THE DDA (2006)

The DDA applies to schools and academies in a range of different ways. In particular it applies to three main school/academy functions:

- in its main function of providing education to pupils
- in its function as an employer
- as a provider of services to parents and carers and the wider public.

Further duties that require schools and academies due regard are:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act (1995)
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life

The duties required by the DDA are implicit in the aims and objectives of this policy.

DISABILITY SCHEME

General Duties Action	Actions
Eliminate unlawful discrimination and harassment	<ul style="list-style-type: none"> - Production and dissemination of Disability Equality (this) policy. - monitoring of performance indicators and equality and diversity impact measures
Promote equality of opportunity and positive attitudes to disabled people	<ul style="list-style-type: none"> - Monitoring with action points - Regular staff training which includes equality and diversity issues - Equality statement in academy documents - Equality issues dealt with in PSHE and SEAL
Take account of people's disabilities (even if this means treating them more favourably)	<ul style="list-style-type: none"> - Job interviews for disabled applicants who meet the criteria - Wide range of specific support for disabled staff and pupils - A facility for all staff to be interviewed by a named member of SLT to discuss any requirements pertinent to their disability or condition.
Encourage participation by disabled people in school life	<ul style="list-style-type: none"> - Include disabled service users in creation of this scheme - Ensure staff are made aware of which outside agencies are involved with each affected student or pupil where appropriate.

ASSESSMENT OF THE IMPACT OF THE POLICY ON STAFF, STUDENTS AND PUPILS

In order to assess the Disability Equality Policy Christ Church CE Academy will collect and analyse relevant monitoring data eg questionnaires on an annual basis.

This analysis will be the responsibility of the Head Teacher. Results of monitoring will be used to direct the school's future policy and practice.

PUBLICITY AND RECRUITMENT OF PUPILS AND STUDENTS

- Positive imagery will be used in academy publicity
- The images of students with disabilities will not be presented in a stereotypical way
- Assumptions about a pupil's suitability for any activity will not be based on factors unrelated to the entry requirements. Pupils and parents will be given the opportunity on entry to Christ Church CE Academy to discuss support arrangements that would be helpful to them
- Questions on entry will focus on the pupil's potential and not their limitations.

RECRUITMENT AND SELECTION OF STAFF

- We encourage applications from disabled people and our advertising will reflect this
- We offer an interview to disabled people who meet the criteria
- The use of job description with discriminatory terms relating to disability will be avoided
- All advertising material will be regularly reviewed to ensure that it avoids stereotyped roles
- Any job requirements which inhibit applications from disabled people will not be retained unless they are strictly justified in terms of the job to be done
- Care will be taken to give due consideration to candidates with different career paths resulting from disability.

CURRICULUM

- The curriculum will seek to promote the learning of all pupils regardless of disability, so that they can fulfil their potential and be prepared for the opportunities of adult life
- Teaching methods will be adapted to support the learning of pupils with disabilities
- Teaching materials will be adapted as far as possible to meet the needs of disabled pupils
- The achievement of disabled pupils will be monitored and action will be taken if disparities arise
- Funding will be set aside to purchase reading material for the library and classrooms which reflect the lives of disabled people in a positive light.

STAFF DEVELOPMENT

- Equal access to appropriate staff development will be provided for all staff
- There will be staff training relating to Disability Equality
- All staff will have the opportunity to disclose a disability and discuss support at the annual performance management. This will also provide an opportunity to discuss career progression
- The academy will participate in any positive initiatives felt appropriate

- The academy will work with staff to provide necessary support and equipment in order to make reasonable adjustments
- Disclosure will be treated sensitively and confidentially.

RESPONSIBILITIES FOR IMPLEMENTATION OF POLICY

It is the responsibility of all Governing Body to:

- a) Ensure they are familiar with the academy Disability Equality Policy
- b) Ensure that the school Disability Equality Policy is implemented

Those with leadership responsibility are expected to promote the academy's commitment to disability equality and ensure it informs the working practices of their area.

It is expected that all leaders will undertake the following:

- a) Ensure that they are familiar with the academy's Disability Equality Policy
- b) Ensure that all those for whom they are responsible are familiar with the Disability Equality Policy and its ramifications by communicating them clearly
- c) Ensure that staff are aware that a named member of the Governing Body can be referred to for advice regarding disability equality issues
- d) Uphold the policy by dealing with breaches of it in line with established procedures or pass the matter to the named member of the Governing Body
- e) Centrally review and monitor uptake of provision and success of pupils regularly
- f) Consider Disability Equality issues when addressing matters arising from any review and monitoring process.

MONITORING THE IMPLEMENTATION PLAN

The Policy will be monitored making use of the following indicators (see appendix (i) for consultation documentation):

Pupils

- Number and percentage of pupils with disability/medical conditions on the academy roll as a whole and in each year group and class
- Percentage of pupils who feel that the school has dealt with equal opportunities issues fairly and without discrimination (parents of these pupils may have to be involved in gathering this information)

Staff

- Percentage of teaching staff on management/leadership range by disability
- Percentage of staff with disabilities
- Percentage of staff by employment type (permanent/temporary/supply) by disability
- Percentage of staff who feel equal opportunities are embedded into the culture of the school

Parents and Carers

- Percentage of parents with disabilities
- Percentage range of disabilities
- Percentage of parents who feel equal opportunities are embedded into the culture of the academy

In addition to the above, use is made of:

- Attendance analysis
- Exclusions analysis
- Provision map
- SEN register
- Analysis of assessment results
- Information held on Integris (medical conditions)

Results of monitoring will be used to assess the effectiveness of the Disability Equality Policy and to rethink, and set targets in, relevant Strategic Plans/Development Plans.

It is the responsibility of all line managers to be aware of the monitoring data available for their area/subject and act on it accordingly.

Publication of the data involved in the monitoring of the Disability Equality Policy will take place via the Head Teacher's Reports to the Governing Body.

PUPILS WITH DISABILITIES – WHAT THE ACADEMY DOES

This section of the scheme provides information on how the school meets the general and specific duties under the Disability Discrimination Act (1995).

Identification

- Opportunities for disclosure - open evenings, induction meetings and Special Educational Needs reviews
- Initial learning assessment on entry to the academy whenever that is
- Staff training to raise awareness
- Good lines of communication between teaching staff and support staff
- Involvement of external agencies when appropriate, eg. Local Authority Services, Ed psych, health services, social services, social worker, behaviour support team, Child Mental Health Services
- Good links with feeder schools, including regular liaison with SENCOs

Support Arrangements

- Support available at all academy events, such as open evenings, events to which parents/carers and the public are invited or visits out
- Window blinds fitted in most teaching areas
- Non-slip flooring throughout the academy
- Accessible toilets available

- Shower available
- Stair Lift
- Staff to receive ongoing training on disability awareness.

Provision for pupils includes:

- In class support to meet pupil need
- Scribing
- Reading
- Mobility support
- Personal care
- Support at lunchtime, break times and breakfast club
- One to one support
- Loan of equipment as required
- Access to specialist software
- Small group teaching
- Examination arrangements
- Modified resources
- Specialised teaching resources
- Nurture Group
- Learning Mentor

This is not an exhaustive list as the school will always consider adaptation and modification based on pupil need and in light of annual monitoring data.

STAFF- WHAT THE ACADEMY DOES

Recruitment

- All job advertisements and recruitment information packs highlight our positive attitude to disabled people.

Disclosure

- The staff hand book is to make clear that support will be provided for long term health issues and points of contact for disclosure and information
- All staff members are given an opportunity to disclose any disability during their induction
- All staff members are given the opportunity to disclose any disability during their annual performance management meeting
- The academy has a sensitive and positive approach to disclosure. It is genuinely used as a means of support and the start of a dialogue.

Support and adjustment

- Support for staff with disabilities/long term health issues is tailored for the individual and is based on discussion and consultation
- Support is varied and might mean something as simple as a change of classroom or working hours to the more technical provision of specialist equipment such as voice amplification or specialist chairs

- The academy will link with Access to Work where necessary, who liaise with the individual and also the academy in their assessment of the necessary support.

Support for staff in general

- The academy's positive approach to staff with disabilities is well supported by senior management and governors
- The Local Authority has the required sickness and leave of absence scheme which the academy subscribes to and which supports all staff

The school has:

- Window blinds fitted in most areas
- An accessible toilet and shower
- Stair Lift
- Designated parking spaces
- Job applicants are informed that special requirements can be catered for at interview
- All staff who disclose a health condition have an interview to discuss their needs
- The academy has a clear complaints procedure that would deal quickly with any equality issue
- The academy will monitor staffing levels of people with disabilities.
- Staff surveys will ask for feedback on whether equality is embedded in the culture of the academy

PARENTS WITH DISABILITIES- WHAT THE SCHOOL DOES

School events:

- Letters inviting parents into the building ask if there are any particular requirements
- If any parent is not able to access their child's classroom any meeting will be held in the hall or Learning Mentor's office which is at the same level as the disabled entrance
- Extra disabled parking spaces can be reserved for big events, by contacting the main office
- Seating arrangements at meetings can be changed to suit the needs of parents with mobility problems

All parents receive written reports on the progress of their son/daughter and the school is very flexible in offering telephone conversations instead of appointments. We are also able to arrange home visits as an alternative to the academy based consultation evenings.

REVIEW

As part of the annual review of this policy, the school will use the monitoring and evaluation undertaken (see Appendices) and the information gathered therein to see if actions taken have affected opportunities and / or outcomes for disabled pupils, staff and parents and identify any necessary policy changes as a result.

Appendix 1.1

Dear Staff

The Disability Discrimination Act requires that we update our policy and procedures for ensuring equality of opportunity for all.

The act describes a person with a disability as anyone who ‘has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities’.

In order to ensure we meet everyone’s needs we are consulting all stakeholders (pupils, parents, carers and staff) for information and ideas.

We would be very grateful if you could answer the following question, we do not ask you to include your name with the reply but need you to know that any information you share with us is guaranteed complete confidentiality.

L J Walton-Thorpe
Head teacher

Do you feel there is any way in which the academy is not meeting your needs?

What could we do to meet your needs?

Appendix 1.2

Pupil Name _____

	Yes	No	Comments
Do you take medicine all the time (including using an inhaler) or have ointment from the doctor all the time?			
Can you see what is written on the whiteboard or flipchart?			
Can you always hear when your teacher is talking to you?			
Do you like playtimes?			
Do you feel safe at playtimes?			
Is there anything that worries you at school?			

Appendix 1.3

Dear Parent/Carer

The Disability Discrimination Act requires that we update our policy and procedures for ensuring equality of opportunity for all.

The act describes a person with a disability as anyone who *'has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day to day activities'*.

In order to ensure we meet the needs of parents and carers along with those of pupils and staff we are consulting everyone for information and ideas.

We would be grateful if you could answer the following questions. We do not ask you to include your name with the reply and need you to know that any information you share with us is guaranteed complete confidentiality.

Yours sincerely

L J Walton-Thorpe
Headteacher

Do you feel there is any way in which the academy is not meeting your needs?

What could we do to meet your needs?

Appendix 1.4

Analysis of Need – (DATE) – Staff and Governor Needs

On (date) all staff and Governors (...staff and ... governors) were sent a copy of the audit letter which appears in the Disability Equality policy.

Replies	Number of additional needs	Number of requests for additional need	Detail of request	Decision	Suggested date

Analysis of Need – (DATE) – Pupil Needs

On (insert the date) all pupils (years 1 to 6) were sent a copy of the audit letter which appears in the Disability Equality policy.

Replies	Number of addition needs	Number of requests for additional need	Detail of request	Decision	Suggested date

Analysis of Need –(DATE)– Parental Needs

On (insert date) all families of all children were sent a copy of the audit letter which appears in the Disability Equality policy.

Replies	No addition needs	Number of requests for additional need	Detail of request	Decision	Suggested date