

E-ACT

Nechells Primary E-Act Academy Disability Equality Scheme

Department Owner	Operations (National)
Section Owner	Education (Regional SEND and More Able Lead)
Approver	Education & Personnel Committee
Date Approved	July 2018
Review Date	July 2021
Status	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed.

1 Scope

1.1 This Disability Equality Scheme (**Scheme**) applies to all pupils at Nechells Primary E-Act Academy, parents and carers of pupils, Academy staff, Academy governors and disabled people who use the Academy or who may want to use the Academy. The Scheme is published on the Academy's website and is available on request. This Scheme applies between July 2018 and July 2021.

2 Aims of this scheme

2.1 The aims of this Scheme are to ensure that the Academy complies with its duties under the Special Educational Needs and Disability Act 2001 (**SENDA**) and Part 6 of the Equality Act 2010 (**Act**), including the public sector equality duty set out in section 149 of the Act. The Academy is required to have due regard to:

The need to eliminate discrimination that is unlawful under the Act;

The need to eliminate harassment of disabled persons that is related to their disabilities;

The need to promote equality of opportunity between disabled persons and other persons;

The need to take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons;

The need to promote positive attitudes towards disabled persons; and

The need to encourage participation by disabled persons in public life.

For details of the steps that the Academy intends to take in order to fulfil its duty, please see Appendix 1.

3 Scheme statement

3.1 The Academy will:

Continue its commitment to be an all-ability and fully inclusive Academy.

Maintain and drive a positive culture towards inclusion of disabled people in all the activities of the Academy and especially in the development of this Scheme

Train staff to understand the differing types of disabilities and how to deal with employees and pupils who are disabled. Staff will not be expected, unless medically qualified or specifically trained to do so, or it forms part of their job description, to administer medication

Adopt user-friendly procedures for considering admissions from parents of disabled children, being prepared to make all reasonable adjustments in the admissions process and other processes where appropriate

Implement and review the Accessibility Plan with the aim of increasing the accessibility of the Academy's curriculum, and to improve the physical environment of the Academy and to improve access to information for our employees, pupils, prospective pupils and parents / guardians

Keep under review the Academy's admission policy, equal opportunities and anti-bullying policies in line with the relevant legislation.

4 Disability: a definition

4.1 A disability is a "*physical or mental impairment which has a substantial and long-term, adverse effect on ability to carry out normal day-to-day activity*" (Equality Act 2010).

4.2 By way of further explanation:

Physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones.

A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness.

Long-term means a period of 12 months or longer.

An "adverse effect on day-to-day activity" means having a "significant and material" effect on the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift carry or move every day objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, and perception of the risk of physical dangers.

4.3 Case law indicates that "significant and material" means "more than minor or trivial".

4.4 Other disabilities which may amount to disability include:

Severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)

Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity

A controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes

A history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness.

4.5 Disability does not include:

Hay fever sufferers

A person with anti-social tendencies such as paedophilia

A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances

A person who is addicted to nicotine, alcohol and other non-prescribed substances.

5 Disability discrimination

5.1 We will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability.

5.2 We will not knowingly discriminate against a person on the grounds of disability:

In the arrangements for determining admission or employment procedures

In the terms on which a place at the Academy is offered

By refusing or deliberately omitting to accept an application for admission or employment

In the provision of education and associated services

By excluding a person on the grounds of their disability

By victimising a person with a disability

By harassing a person with a disability

By failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

6 Admission procedure for Pupils

6.1 The Academy will be open to applications from any prospective pupil with a physical and / or mental impairment. The Academy will treat every application from a disabled pupil in a fair, open-minded way.

7 Education and associated services

7.1 The Academy has an on-going duty to make reasonable adjustments in respect of the education and associated services provided. This is a broad expression that covers all aspects of Academy life. The range of activities that are covered by the expression include:

The curriculum

Classroom organisation and timetabling

Access to Academy facilities

Sports

Academy policies

Breaks and lunchtimes

Academy meals

Assessment and examination arrangements

Academy discipline and sanctions

Exclusion procedures

Academy clubs, educational visits and other activities

Preparation of pupils for the next phase of education.

8 Reasonable adjustments for pupils

8.1 The Academy is legally required to make "reasonable adjustments" in order to cater for a child's disability. The Academy is not legally required to make any alterations to the physical features of the Academy.

8.2 The Academy shall inform the pupils and parents of the reasonable adjustments that the Academy is legally required to make for that pupil, which may typically include:

Allowing extra time for a dyslexic child to complete an assessment or exam

Providing examination papers in larger print for a child with a visual impairment

Rearranging the timetable to allow a student to attend a class in an accessible part of the building
Arranging a variety of accessible sports activities.

9 How have disabled people been involved in the development of this Scheme?

9.1 The Academy reviewed information gathered as a result of the last Disability Equality Scheme.

10 Information gathering

What arrangements are there for gathering information on the effect of policies and procedures on the recruitment, development and retention of disabled employees?

Regular Performance management and informal appraisals

Student, Staff and Parent voice is sought through consultation and this aids policy reviews and updates.

Exit Interviews have an element of focus on this.

10.1 What arrangements are there for gathering information on the effect of policies and procedures on the educational opportunities available to, and on the achievements of disabled pupils?

Pupils with disabilities have Learning support Plans in place, which are reviewed on a half-termly basis. These reviews centre on how well Pupils can now access the curriculum and celebrate achievements, regarding targets set.

10.2 Nechells Primary Academy is passionate about ensuring the inclusion of all Pupils. Regular review meetings, with parents, Pupils and staff, help to track provision and access and lead to action plans for further development

11 Equality impact assessment

11.1 • The Academy will assess the impact of the Disability Equality Scheme by taking into account:

The number of complaints;

The number of bullying incidents;

The number of pupils with disabilities at the Academy;

Feedback from disabled parents, staff, pupils and governors;

Attainment of pupils with disabilities;

The number of staff and the success of staff with disabilities.

12 Reporting and review

12.1 The Headteacher will report annually to the Raising Achievement Board in the summer term as to the progress that has been made on the action plan and the effect of the action taken.

12.2 The Headteacher and Raising Achievement Board will review the Scheme annually and will publish a revised Scheme in the autumn term.

13 Accessibility plans

13.1 The Academy has prepared an Accessibility Plan (**Plan**) which is available, on request, to all parents and staff.

13.2 The Accessibility Plan includes consideration of how the Academy proposes to:

Increase the extent to which disabled pupils can participate in the Academy's curriculum

Improve the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated service

Improve the delivery to disabled pupils of information which is readily accessible to Pupils who are not disabled.

13.3 The Plan will be reviewed every year, to ensure that the Plan is up-to-date and covers all aspects of Academy life.

Appendix 1 Action Plan

What steps will the Academy take to eliminate discrimination that is unlawful under the Acts?

No	Action	Date for completion / review	Intended outcome	Who has responsibility ? Are there resources?	Evidence that action has been completed
1	Staff training regarding key disability issues, including Mental Health	By Spring 2019	More awareness and holistic understanding	CM NA LM	
2	Correct application and ongoing review of admissions policy in line with disability discrimination requirements	Ongoing	Inclusive admissions	LM NA JB	
3	Dealing quickly with complaints or concerns about provision for those with disabilities	Ongoing	Swift action taken to remove obstacles/responses to comments and complaints	CM LM NA	
4	Staff to Have Manual Handling Training to aid support of Physically disabled pupils	By Summer 2019	Safe handling of Pupils with Physical disabilities	CM	

What steps will the Academy take to eliminate harassment of disabled persons that is related to their disabilities?

No	Action	Date for completion / review	Intended outcome	Who has responsibility?	
1	Awareness days/SEN open-day to share experiences and good practice	Spring 2019	Disability awareness to be visible and present in all areas of the Academy.	CM LM NA AQ	
2	Dealing quickly and effectively with complaints or concerns of those with disabilities	Spring 2019	Named key person to refer Pupils/Parents /Staff to speak to regarding concerns	CM RED NA	
3	Correct application and ongoing review of Anti-bullying Policy in line with disability discrimination requirements, educating Pupils about the School's Anti-bullying Policy	Ongoing	Mutual Respect of all Pupils to be visible and present Complaints dealt with swiftly and outcomes shared	CM LM NA Teaching Staff	

No	Action	Date for completion / review	Intended outcome	Who has responsibility?	
4	Cultures and Values of Academy to be taught and discussed through PSHE/Dot Com sessions as well as whole-school Collect Worship	Ongoing	Cultures and values permeate all areas of Academy life. Pupils and Staff are visibly inclusive and respectful of varying needs and abilities	All Staff CM/LM NA	

What steps will the Academy take to promote equality of opportunity between disabled persons and other persons?

¹Take ideas from the Accessibility Plan

No	Action	Date for completion / review	Intended outcome	Who has responsibility?	
1	<p>Academy to focus on special education needs, which often amount to a disability.</p> <p>Through equal opportunities policy and regular review of curriculum (PSHE/Collective Worship), CPD, regular monitoring of Student, Staff and Parent Voice, leading to the holistic ethos of the Academy.</p>	Ongoing	Inclusive Academy, with positive relationships and a heightened awareness and tolerance of different needs and abilities.	All Staff CM/LM	
2	<p>Awareness of the disabled pupils / parents at the Academy and the needs that may arise.</p> <p>When greeted as a visitor to the Academy, Parents and Pupils are given Safeguarding information and have the opportunity to share any additional needs with admin staff, who pass this on promptly, as required.</p> <p>Regular opportunities for Parent/Pupil voice, ensure that needs are shared at the earliest opportunity and plans can be made to accommodate these.</p>	Ongoing	Inclusive Academy, with positive relationships and a heightened awareness and tolerance of different needs and abilities.	JB/CM NA All staff	

3	Academy focus on recruitment, development and retention of disabled employees: set out clear goals. This occurs via safer recruitment procedures and Staff are encouraged to share disabilities, both in formal appraisals and via informal discussions (Open-Door policy)	Ongoing	Open and honest discussion re. disabilities Sufficient support in place, as required.		
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What steps will the Academy take to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

No	Action	Date for completion / review	Intended outcome	Who has responsibility?	
1	Ensure that Equal opportunities policy is operative, allowing all abilities to achieve, irrespective of barriers to success.	Ongoing	Inclusion of <i>all</i> abilities, allowing all abilities to achieve.	CM LM	
2	<p>Involvement in academy plays and performances.</p> <p>Reasonable adjustments made to allow access to performance.</p> <p>Microphones available and scripts enlarged or translated as appropriate.</p> <p>Support provided for those with SEMH needs, allowing equal access to performance process.</p> <p>Safeguarding policy is followed, to ensure content of performances is appropriate and Pupils are supported and safe.</p>	Ongoing	<p>Inclusion and support of all Pupils.</p> <p>Successful participation in creative projects.</p>	All Staff CM	
3	<p>Operating Equal opportunities policy to ensure recruitment procedures do not discriminate against those with a physical or mental disability.</p> <p>Recruitment and interview processes to clearly outline the demands and responsibilities of the role, to ensure equal and inclusive access.</p> <p>Appraisal meetings allow a formal discussion, with regards to retention and additional support, to take place.</p> <p>Staff to be aware of the opportunity to discuss concerns/needs with performance manager (e.g: Line manager or Head Teacher).</p>	Ongoing	Inclusive recruitment and retention procedures.	LM/CM/AQ	

What steps will the Academy take to promote positive attitudes towards disabled persons?

No	Action	Date for completion / review	Intended outcome	Who has responsibility?	
1	Awareness days/SEN open-day to share experiences and good practice	Spring 2019	Disability awareness to be visible and present in all areas of the Academy.	CM LM NA RED	
2	Equality within all areas of the Academy is developed through displayed images and modelled behaviour.	Ongoing	Staff, Pupils and Parents are tolerant and respectful of all abilities/ethnicities /cultures/needs	All Staff	
3	<p>Promotion through other areas of the curriculum is encouraged and developed.</p> <p>PSHE/Dot Com/Collective worship encourages <i>all</i> to achieve and respect</p> <p>Visitors are invited into the Academy to share experiences of different lifestyles/cultures.</p> <p>Educational visits are planned and risk assessed to allow <i>all</i> Pupils to experience the wealth of environments/cultures/peers and professionals available, first-hand.</p>	Ongoing	<p>Holistic respectful Academy ethos</p> <p>Pupils to develop a 'can-do' attitude regarding sport, creative arts and other areas of the curriculum.</p>	All Staff	

What steps will the Academy take to encourage participation by disabled persons in public life?

No	Action	Date for completion / review	Intended outcome	Who has responsibility?	
1	<p>Teachers must be aware of Pupil's disabilities and must try to promote them for public speaking, school plays, representative roles etc</p> <p>(See Above for further examples)</p>	Ongoing	<p>Holistic respectful Academy ethos</p> <p>Pupils to develop a 'can-do' attitude regarding sport, creative arts and other areas of the curriculum.</p>	All Staff	
2	<p>Monitor data on attendance, exclusion and bullying by disability. Attendance is monitored on a daily basis and calls made regarding absence and necessary support.</p> <p>Early Help proceedings are used to support families in need.</p> <p>Exclusions are carefully monitored and evidence analysed re. disability of any kind.</p> <p>Anti-bullying policy is adhered to and opportunities for support/development offered, as required.</p>	Ongoing	Pupils and families feel supported in all areas of need.	<p>CM</p> <p>LM</p> <p>NA</p> <p>RED</p>	

Appendix 2 Aims under the previous scheme

No.	Aim	To what extent has this aim been achieved?
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Appendix 3 Consultation on our new Disability Equality Scheme

We have published our draft Disability Equality Scheme on our website in order to give disabled people a chance to comment on the Scheme.

Please send comments to Miss Claire Morgan at claire.morgan@e-act.org.uk

We also propose a meeting to consult on the content of this Scheme as part of a coffee morning. Date and time tbc.

We would be grateful for any contributions to the Scheme at this meeting. If you would like to attend, please contact Miss Morgan on the details above.