



Pheasant Bank Academy

DISABILITY SCHEME

Introduction

The academy is committed to ensuring equal treatment to all its employees, pupils and any others involved in the academy community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The academy will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act 1995 (DDA) require the Governing body to

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the academy or may wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties.

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the academy.
- Improve the delivery of information.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

The DDA has been significantly extended through the Disability Discrimination Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- Employment
- Education
- Access to goods, facilities and services, including transport services
- Functions of public bodies

Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects,

speech, hearing or eye sight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

What 'substantial' and 'long-term' mean

- **'substantial'** is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed
- **'long-term'** means an impairment that has lasted at least 12 months or more - eg a breathing condition that develops as a result of a lung infection

Equality Act 2010

The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- Encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of academy life.

Evidence is shown throughout the Academy, as facilities have been developed to allow those with disabilities full access to the Academy; parking, toilets, changing facilities, lifts and ramps have been developed as a result.

Involvement of Disabled pupils staff and parents

In developing this scheme the academy have consulted with the following:

Parents – a letter invited contributions

Pupils/staff – children/staff with disabilities were invited to contribute their views.

Governors – input was sought at EAB level.

Community – Users/visitors of the academy were invited to share their views.

The academy appreciates that in endeavouring to gather full and accurate information to support the development and monitoring of this policy the following considerations will need to be taken into account.

- Reassuring pupils, staff and parents about confidentiality
- Ensuring that the ethos of the academy is conducive to trust and openness
- Emphasising how information may lead to beneficial adjustment being made