

Pheasant Bank Academy
Disability and Equality policy

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. We also firmly believe that **'Every Child Matters'**.

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 and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our academy.

The promotion of disability equality is described in the Academy's Accessibility Plan. 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 and ramps have been developed as a result.

This plan will run in conjunction with the Academy Development Plan and will be subject to revision and amended annually.

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 committee 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

Reasonable Adjustments

The DDA requires academy's to make reasonable adjustments to ensure that disabled pupils and users of the academy are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the academy intends that disabled pupils and users will have the same access to the curriculum, to information and access to the academy environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention, the academy considers the needs of current and future pupils and users of the academy. The main strategies to bring about reasonable adjustments are described in the academy's Accessibility Plan, however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment

The academy will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- In the classroom
- In the academy curriculum
- At all times and in all parts of the building

and when

- Disabled persons feel part of the life of the academy
- Disabled persons are included by their peers in all parts of academy life
- Parents of disabled students feel their child is part of the life of the academy
- Staff feel confident in working with disabled pupils

The Scheme: The Specific Duty

General Duty Main Actions	Action
Promote equality of opportunity	<ul style="list-style-type: none"> • Reference academy accessibility plan. • As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in academy life. • Actively seek views of pupils, staff and users of the academy. • Reference SEN policy. Utilise children's support services
Eliminating Discrimination	<ul style="list-style-type: none"> • Ensure staff training includes consideration/implications towards any disability. • Ensure health and safety considerations are met and relevant training provided e.g. manual handling. • Ensure policy review considers the impact of disabilities • Lesson planning considers full involvement of pupils with disabilities
Eliminating Harassment	<ul style="list-style-type: none"> • Reference anti-bullying policy (reviewed annually) • Reference SEAL PHSE programme of work
Promoting positive attitudes	<ul style="list-style-type: none"> • Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum. • Ensuring that there are positive images in academy books and other materials • Develop a culture where children develop a growth mindset
Encouraging participation in Public Life	<ul style="list-style-type: none"> • Ensure opportunities are taken to provide positive role models of disabled people where possible
Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.	<ul style="list-style-type: none"> • Visitors to the academy – practical steps are taken to ensure visitors' needs are met .eg. disabled toilet facility, parking in close proximity to the academy, preferential seating when required, assigning a person to support where necessary. • Pupils – Ensuring that their needs and wishes were taken into account when making decisions regarding participation in academy life. eg being sensitive to pupils' feelings with regard to participation in some events such as sports day. • Staff – training where necessary • SEND support, Statement support and Individual Health Care (IHC) plans are developed which highlight individual needs, involve specific external agencies and providers who can assist the Academy in meeting any additional needs, and create bespoke strategies and targets which aim to provide for the need of individuals.

Information gathering to support monitoring and review

The academy collects data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- Pupil Achievement, data analysis, pupil progress meetings, SEN surgeries, IEP reviews
- Learning Opportunities - i.e. take up of courses/external visits
- Exclusions
- Social Relationships
- Employing, promoting and training disabled staff
- Communication with pupils, parents, staff and users of the academy

The policy and disability scheme will be made available on request.

Date: 15th July 2016

Review Date: July 2017

Links to legislation

The Act is published on the legislation.gov.uk website.

- [Disability Discrimination Act 1995 \(legislation.gov.uk website\)\(external link\)](#)

The DDO 2006 is also published on the legislation.gov.uk website.

- [Disability Discrimination \(NI\) Order 2006 \(legislation.gov.uk website\)\(external link\)](#)

Definition of disability under the Equality Act 2010

- <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Links to guidance

Doncaster Council Accessibility Strategy for Schools 2015 – 2018

<http://www.doncasterchildrenandfamilies.info/documents/Doncaster%20Local%20Authority%20Accessibility%20Strategy%20for%20Schools%20-%20final.pdf>