

Anchorsholme Academy



Disability Policy

Mission Statement

At Anchorsholme Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and the CPD of staff will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Anchorsholme Academy, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

1. The role of a school as a service provider.

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

2. Contact with parents and carers.

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings and meetings with teachers, should be held in accessible parts of the building.

3. Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors is covered by the DDA 2005, and governors will ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. Potential candidates should understand that the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered by the DDA and the school will ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

We have consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Notifying all staff of the opportunity to attend a focus group meeting to discuss the DED and its implications for our school.
- Gathering information from community users with regard to buildings and accessibility issues.
- Attending a governors' meeting to raise awareness of DED issues.
- Actively engaging the support of the school council to investigate problems surrounding pupils with disabilities.
- Notifying all parents/carers via the school newsletter that we are reviewing our provision and offering them a variety of avenues for presenting their views.

Promoting Equality of Opportunity

Accessibility to the buildings

- Review the latest access audit carried out by the LA and ensure that actions identified as high priority are included in future planning.
- School council to contact pupils at Highfurlong and Advisory Teachers to visit our school and provide verbal feedback on the accessibility of our school for pupils with a variety of disabilities across the age range. Incorporate these findings into future plans.

Accessibility to the curriculum

- Ensure that all staff are aware of the needs of pupils with disabilities within their teaching groups so that lessons can be planned appropriately for both differentiation and learning and teaching styles.
- Provide appropriate equipment and resources for those pupils, drawing upon advice from external professionals if necessary.
- Make staff aware of classroom organisation implications.
- Assessment manager and inclusion manager to agree a system for identifying underachievement among pupils with a disability and tracking their progress. This information will be shared with class teachers, SENCo, and, on an annual basis, with the governors through the special needs report.

Accessibility to written materials

- All written materials can be differentiated according to need. For pupils, this is built into teaching materials; for other members of the community, this can be made available as stated in our information for parents.
- We will seek to improve our knowledge of the support needs of our wider community via the newsletter and through additions to our admissions proforma and staff induction process.

**Eliminating discrimination that is unlawful.
Eliminating harassment relating to disability.
Promoting positive attitudes towards people
with a disability.
Encouraging participation in public life by
people with a disability.**

- All incidents of discrimination, harassment and bullying are monitored through internal procedures and appropriate action taken. (See Behaviour and Anti-Bullying Policy)
- Display and learning materials should reflect positive images of disability.
- Visitors to school include those with a disability, to provide positive role models and promote positive attitudes e.g. Shelley Woods.
- Opportunities are taken through PSHE, assemblies, citizenship etc. to encourage and reinforce awareness and positive messages about disability.
- Pupils with a disability are encouraged to participate in assemblies, plays, events, school trips and to serve on the school council.
- Adults with a disability are encouraged to be active members of the school community.