



Disability Equality Policy

January 2023

The Disability Equality Duty (DED)

1.2 Background Information

Definition of disability

The Disability Discrimination Act of 1995 (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 Disability Discrimination Act of 2005 has extended the definition of disability as follows:

- ✓ People with HIV, multiple sclerosis and cancer (although not all cancers) 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 effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- ✓ 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 general duty is also known as the Disability Equality Duty (DED).

A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle. This is the substance of the rest of this document.

Information from pupil data and school audit

The test of whether an impairment affects normal day to day activity is whether it affects one or more of the following:

Mobility

Manual dexterity

Physical co-ordination

Continence

Ability to lift, carry or otherwise move everyday objects

Speech, hearing or eyesight

Memory or ability to concentrate, learn or understand

Perception of risk of physical danger

The Audit will establish what percentage of our students and staff meet the above disability definition. The school intends to audit every household to find out the number of parents, siblings and grandparents who would also meet this criterion

The special needs department provides support for pupils both in and outside of the classroom where possible. Teaching Assistants support students in lessons. These members of the Department are timetabled to attend lessons in which the students who need additional support attend. Some students have one-one support for numeracy and literacy or social based support and these programs run in the Hub.

The school does have wheelchair access to the main buildings and a disabled toilet situated close to the reception area. The school has a lift and students/staff can use this. School Policy states that no student will ever be alone in the lift, staff have a key to operate the lift. Fire evacuation plans take into account safe exit of the building without the lift being used. The Learning Support Department have training on this and it is refreshed yearly.

The following short, medium and long term strategies have been identified to aid improvement to provision:-

Make written resources available in enlarged font size and re-format if necessary for visually impaired students, staff and parents

School trips are planned on the basis that all students are included

Assist students with temporary mobility problems to access curriculum and to move between lessons safely.

Provide double handrails on all staircases

Review school policies to ensure that full consideration is given to the impact on pupils, staff and parents with disabilities.

Make minor alterations to premises to meet statutory requirements on rolling programme as improvements are made to school, i.e. signage, lighting, surfaces, doors etc.

Views of those consulted during the development of the scheme

The priorities and actions highlighted in this initial scheme are setting the agenda for an extensive wide-ranging consultation process which will involve the following stakeholders:

Consultation with all pupils

The introduction of an annual parents' survey

Consultation with the school council

Annual staff survey

Annual survey with groups involved in the Extended school programme

Consultation with outside agencies and support services i.e. Educational Psychologist, Autism outreach, Dyslexia Action, SENSS, Occupation Health, Visual impaired, Speech & Language consultant.

Increasing the extent to which disabled students can participate in the curriculum.

The SEN department is the primary link between the school and disabled pupils. Their needs are taken into account and disseminated to all staff through the SEN register, Provision maps, Personal support plans and Health Care Plans. Some students are withdrawn from mainstream lessons to gain additional support and others are supported in the classroom by Teaching Assistants. Other support is as follows:

Access arrangements are organised for internal and external examinations for all those who meet the criteria

A map magnifier is available.

Enlarged worksheets are available

Coloured worksheets

Coloured overlays

Reading Rulers

Larger font sizes for papers

Laptop use for pupils with severe dyslexia or physical impairment.

Students suffering with anxiety related issues will be supported with seating arrangements in a smaller room.

The senior member of staff who is responsible for the scheme and action plan will review areas of the curriculum where awareness of disability can be made e.g. subject specific lessons, Citizenship.

Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

The physical environment of the main school buildings caters for the needs of all but physically disabled individuals due to lack of access to all floors. This remains a priority for the school to give greater consideration and reasonable adjustments to the physical environment of the school to increase access for disabled students and visitors.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.

Alleyne's Academy endeavors to identify and remove barriers which may affect the delivery of information to disabled students. The following

Respect the preferences expressed by students and their parents/guardians when communicating.

Investigate local services in supporting a wide range of varying communication methods.

Link with adult agencies to support adult and community users.

Identify vulnerable students with communication difficulties and communications to be sent by post or email.

Inform parents/guardians, where appropriate, with dual copies of correspondence

Access arrangements to include scribe provision

Use of laptops

Individual provision maps

Access to the school website

Management, Co-ordination and Implementation

The Disability equality scheme and accessibility plan will be formally adopted by the Governing Body and reviewed annually.

The plan will be coordinated by the Deputy Headteacher and named staff will address certain targets within the action plan.

The DES/AP is fully consistent with the school's SEN policy and SEN legislation. It should also be applied consistently with the school's policies on:

Admissions

Attendance

Behavior

Bullying

Child Protection

Differentiation

Equal Opportunities

Health & safety

Teaching and learning

School's Strategic Priorities

The school's strategic priorities are improving performance and inclusion-both educational and social. These are dependent on each other as pupils cannot achieve to their full potential unless they are fully included and achievement is essential to social inclusion.

In order to address these priorities, there is equality for all within the school system, both staff and pupils, in terms of access physically and to the curriculum and extra-curricular activities.

A register of disability will ensure that all pupils who need a reasonable adjustment for access of any sort are identified and their additional needs anticipated and met in advance. Knowledge of parental disability will also be used to ensure that access to information and activities is available to all.

The school's access plan details how all members of the school community and visitors can physically access the school and its surroundings and access curriculum and information.

Strengths & Areas for Development

Staff training is a priority for the school in order that all teaching and non-teaching staff are aware of the definition of disability, disability discrimination and reasonable adjustments. This will need to be repeated annually in order to ensure that when there are staff changes, new staff are kept up to date.

The school is an inclusive school with all areas of the curriculum accessible to all pupils. Inclusion is a strength in the school and the members of the support strands ensure that support needs are identified and met efficiently and effectively.

The school has an Equality policy which sets out explicitly how the school operates with due regard to legislation regarding disability, age, gender and ethnicity.

The school's recruitment policy reflects the ethos of the school and follows the equality legislation.

The extended school agenda provides opportunities for all members of the school community to access opportunities.

The ECM agenda is at the heart of everything that the school does.

The accessibility plan identifies how the school has enabled access to physical areas of the school and to the curriculum and information to support all pupils and parents.

Exam Disability Resolutions

The Head of Centre needs to apply for all Special Access Arrangements via the secure website and obtain a signed declaration from the student. The Exam Manager will ensure that all the arrangements are put in place.

Disability	Resolution
Broken Hand/Arm	Put in place a Laptop or Scribe, Accommodate candidate in secure area with Scribe and Invigilator. Might need to apply for additional time if necessary.
Broken Leg/Foot	Make sure there is adequate space around the student to accommodate the leg and keep student in a place of comfort and safety.
Wheel Chair Bound	Make sure that all ramps are in place and student is able to have access to exam areas. Make sure all exams are on the ground floor.
Eye Injury	Make sure that candidate has access to a reader and scribe if necessary and kept in a secure area on their own with Reader/Scribe and Invigilator. A map magnifier is available. Enlarged worksheets are available Coloured worksheets Coloured overlays
Candidate needs access to the toilet	Make sure that the candidate is in an area with toilet access and can be accompanied by an invigilator.
Candidate feeling sick	Ensure that candidate is in an area with toilet access and can have authorised rest breaks if possible.
Dyslexia (severe) or Physical Impairment	Ensure Laptops are available for all students who require them.
Anxiety (severe)	Candidates will be offered seating in Sports Hall Classroom.