

The Crest Academy Disability Equality Scheme

Department Owner	Operations (National)
Section Owner	Education (National SEND Lead)
Approver	Education & Personnel Committee
Date Approved	July 2015
Review Date	July 2018
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 applies to all pupils at The Crest 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 2015 and July 2018.

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 students

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 will consult with its disabled pupils and make amendments where necessary.

9.2 The priorities for the Academy have been determined with regard to disability equality and the Academy has drawn up an Action Plan which outlines how the requirements of the Equality Act 2010 will be met.

10 Information gathering

10.1 To gather information on the effect of policies and procedures on the recruitment, development and retention of disabled employees, the Academy will conduct Exit interviews, appraisals and equal opportunities monitoring.

10.2 To gather information on the effect of policies and procedures on the educational opportunities available to, and on the achievements of disabled pupils, the Academy will monitor the attainment, participation and behaviour (sanctions / rewards) of students with disability.

10.3 The Academy will use the information gathered (see 10.1 and 10.2) together with the outcomes of the action plan (appendix 1) to review the effectiveness of the Disability Equality Scheme and inform subsequent schemes.

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 students 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 the Equality Act highlighting what constitutes unlawful discrimination and steps needed to eliminate this.	July 2018	Increase in staff awareness of discrimination and the law.	Assistant Vice Principal (Inclusion) & SENCo	Staff training regarding the Equality Act highlighting what constitutes unlawful discrimination and steps needed to eliminate this.
2	Correct application and ongoing review of admissions policy in line with disability discrimination requirements	July 2018	Inclusive approach towards admissions at The Crest Academy.	Admissions	Correct application and ongoing review of admissions policy in line with disability discrimination requirements
3	Correct application and ongoing review of recruitment policy in line with disability discrimination requirements	July 2018	Inclusive approach towards	Principal and HR	Correct application and ongoing

			recruitment at The Crest Academy.		review of recruitment policy in line with disability discrimination requirements
4	The Academy to deal quickly with complaints or concerns about provision for those with disabilities.	July 2018	Complaints/concerns are resolved in timely, reducing any further	Principal and E-ACT Advisor	The Academy to deal quickly with complaints or concerns about provision for those with disabilities.

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	Inclusive environment will be promoted through topic assemblies, displays and staff training around different aspects of disability.	July 2018	Raising student/staff awareness of differences and setting high expectations around inclusivity being standard and best practice.	Assistant Vice Principal (Culture and Ethos), SENCo, Pastoral Managers , all staff	Inclusive environment will be promoted through topic assemblies, displays and staff training around different aspects of disability.
2	Students will experience positive role models throughout the Academy and negative attitudes will be constructively challenged.	July 2018	Students to demonstrate positive attitudes towards disability and adults within the school will constructively challenge any discrimination.	Principal, Senior Leadership Team, All Staff	Students will experience positive role models throughout the Academy and negative attitudes will be constructively challenged.

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

No	Action	Date for completion / review	Intended outcome	Who has responsibility?
1	Teachers to be aware of students' disabilities and must try to promote them for work experience/public speaking/school plays/representative roles.	July 2018	Equal access to extra-curricular activities. Diversity of The Crest Academy students to be represented in the wider curriculum/comm unity.	Assistant Vice Principal (Inclusion), all Staff
2	Attendance, exclusion and bullying data to be monitored by disability.	Termly Review	Any patterns/trends to be addressed.	Assistant Vice Principal (Inclusion, SENCo & Pastoral Team)

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	Additional coaching or training, special facilities	Termly review	All students are able to access lessons equally	SENCo
2	Involvement in academy plays and performances	July 2018	All students are able to access extra-curricular opportunities equally	Performance faculty/Assistant Principal (Inclusion)
3	Recruitment, development and retention of disabled employees: set out clear goals e.g. interviewing all disabled applicants who meet the minimum requirements for a job	July 2018	Equality in employment process	Principal and HR

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	Education through PSHE/Staff training	July 2018	All students have awareness of inequality and strategies for self-awareness	Assistant Vice Principal (Culture and Ethos), Assistant Vice Principal (Inclusion)
2	Staff modelling respectful attitudes	July 2018	Crest Charter highlights attitudes expected from all staff and students	Assistant Vice Principal (Culture and Ethos)
3	Promotion through other areas of the curriculum	July 2018	Pertinent issues are addressed through examples and discussion – evidenced in learning walks	Curriculum Directors

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	Teachers must be aware of students' disabilities and must try to promote them for work experience/public speaking/school plays/representative roles, etc	July 2018	All students are able to access extra-curricular opportunities equally	Assistant Vice Principal (Culture and Ethos)
2	<ul style="list-style-type: none"> • Monitor data on attendance, exclusion and bullying by disability 	Termly Review	Any patterns/trends to be addressed.	Assistant Vice Principal (Inclusion), SENCo & Pastoral Team