

Bourne End Academy Disability Equality Scheme

Department Owner	Operations (National)
Section Owner	Education (National SEND Lead)
Approver	Education & Personnel Committee
Date Approved	July 2015
Review Date	Policy under scheduled review
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 (**Scheme**) applies to all pupils at Bourne End 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 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 everyday 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 their parents/carers 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 for staff leaving, ensure that questions and information is gathered during the regular and scheduled appraisals meetings for all staff 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, Bourne End Academy will monitor the attainment, participation and behaviour (both rewards and sanctions) of students with disabilities.

10.3 Bourne End Academy will use the information gathered (in 10.1 and 10.2) together with the outcomes of the Action Plan (as outlined in Appendix 1) to review the effectiveness of the Disability 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 reported to the Academy;
- the number of bullying incidents reported to the Academy;
- the number of pupils with disabilities at the Academy;
- feedback from disabled parents, staff, pupils and members of the Academy AAG;
- attainment of pupils with disabilities;
- the number of staff with disabilities and the success or issues arising from these staff.

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	Regular staff training regarding the Equality Act highlighting what constitutes unlawful discrimination and steps needed to eliminate any discrimination found within the Academy	INSET training days (Summer/Autumn 2018)	Increase staff awareness and knowledge of discrimination and the law	Assistant Headteacher (Safeguarding and SEN)	Staff training sessions regarding the Equality Act
2	Correct application and ongoing review of admissions policy in line with disability discrimination requirements and the Equality Act	Ongoing	Inclusive approach towards Admission at Bourne End Academy	Admissions (SLT responsible for Admissions)	Correct application and ongoing review of the admissions policy
3	Correct application and ongoing review of the Academy's recruitment policy in line with disability discrimination requirements and the Equality Act	Ongoing	Inclusive approach towards recruitment at Bourne End Academy	Headteacher and E-ACT HR	Correct application and ongoing review of the recruitment policy
4	Ensure that any complaints or concerns about provision for those with disabilities are dealt with quickly and efficiently	Ongoing	Any complaints or concerns received by Bourne End	Headteacher, E-ACT Advisor and SLT member responsible as	Bourne End Academy to resolve any complaints or concerns

			Academy are resolved in a timely manner reducing further issues or steps within the complaints procedure	Complaints Coordinator	about provision for those with disabilities
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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?	Evidence that action has been completed
1	Ensure that Bourne End Academy has an inclusive environment promoted through topic and topical assemblies, school-wide displays and staff (and student) training around different and diverse aspects of disability	Ongoing	Raising of student and staff awareness and knowledge of differences setting high expectations around inclusivity as being standard as well as best practice	Assistant Headteacher Behaviour and Attendance and Assistant Headteacher Safeguarding and SEN	A school-wide inclusive environment displayed through classroom and school displays with staff (and students) trained around different aspects of disability and the Equality Act

No	Action	Date for completion / review	Intended outcome	Who has responsibility?	Evidence that action has been completed
2	Students (and staff) to experience positive role models throughout and across the Academy with negative attitudes challenged at all opportunities (both within the classroom and out)	Ongoing	Students (and staff) to demonstrate positive attitudes towards all disabilities (seen and unseen) with all adults in the Academy challenging any discrimination or negative attitudes displayed by member of Bourne End Academy community	All staff (all students)	Students to experience positive role models throughout and across the Academy where all negative attitudes are challenged constructively by all members of the school community

promote equality of opportunity between disabled persons and other persons?1

	Date for completion / review	Intended outcome	Who has responsibility?	Evidence that the action has been completed
<p>clusion and bullying) data is monitored robustly ability</p>	<p>Termly reviews</p>	<p>Patterns, trends or issues to be addressed (through best practice across the school)</p>	<p>Assistant Headteacher Safeguarding and SEN and Assistant Headteacher Data (and Middle Leaders if/where issues arise)</p>	<p>Monitoring data to be completed and any trends discussed and appropriate action plans implemented to eliminate trends/issues</p>
<p>students' disability (seen or unseen) and work to nation in all aspects of the Academy experience speaking/school plays/representative roles with</p>	<p>Ongoing</p>	<p>Equal access to extra-curricular activities and all students having equal opportunity to experience all aspects of the</p>	<p>All staff</p>	<p>Opportunity of access and participation at all levels for all students within Bourne End Academy</p>

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?	Evidence that the action has been completed
1	Ensure access to and opportunity for additional coaching or training, special facilities	Termly review	All students to be able to access all aspects of all of the school opportunities and experiences	Assistant Headteacher Safeguarding SEN	Equal opportunity for all students at Bourne End Academy with diversity monitored through termly reviews
2	Ensure opportunity for involvement in Academy plays, performances and other extra-curricular activities	Ongoing	All students to be able to access all aspects of all of the school opportunities and experiences	Assistant Headteacher Safeguarding SEN	Equal opportunity for all students at Bourne End Academy with diversity monitored through termly reviews

What steps will the Academy take to promote positive attitudes towards disabled persons?

No	Action	Date for completion / review	Intended outcome	Who has responsibility?	Evidence that the action has been completed
1	Education for all students through PSHCE / Assemblies and staff training	Ongoing	All students (and staff) to have an awareness and knowledge of inequality and strategies for self-awareness and monitoring	Assistant Headteacher Safeguarding SEN and Assistant Headteacher Staffing	Ongoing monitoring (lesson observations, termly reviews) to include PSHCE and involvement with local primary schools in Side by Side project (BCC) for PSHCE (transition)
2	All members of the school community (staff, students and parents) modelling respectful attitudes to all those with disabilities	Ongoing	An inclusive community established for all members of the school community with a disability (seen and unseen)	Assistant Headteacher Safeguarding SEN	An inclusive community established for all members of the school community with a disability (seen and unseen)
3	Promotion of positive attitudes and knowledge of disabilities and the expectations and implications of the Equality Act through other areas of the curriculum	Ongoing	Issues, questions, negative attitudes, positive experiences addressed	All staff (teaching and non-teaching)	Evidenced through learning walks, monitoring and termly reviews demonstrates students growing knowledge and

			through examples and discussions throughout and across the school		awareness of disabilities and aspects of the Equality Act in and on all aspects of their personal lives
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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?	Evidence that the action has been completed
1	All staff to be aware of students' disabilities and positive work to promote student participation in all aspects of the school experience, i.e. work experience/public speaking/school plays/representative roles, etc.	Ongoing	All students have equal opportunity for involvement in all aspects of the school experience both in lessons and extra-curricular	All staff	Opportunity for involvement and diverse student groups participating in all aspects of the school experience
2	Ensure rigorous and robust monitoring of data on attendance (exclusion and bullying) for any students with a disability	Termly reviews	Patterns, trends and issues to be challenged and action plans implemented to diminish issues	SLT Safeguarding SEN and SLT Data (and Middle Leaders to target any issues, challenges or trends arising)	Patterns, trends and issues to be challenged and action plans implemented to diminish issues

