



DISABILITY EQUALITY POLICY

VERSION 1

29/11/2017

Disability Equality Policy

This policy is a working document that is fit for purpose, represents the Waveney Valley Academies Trust ethos, enables consistency and quality across the trust and is related to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We work hard to ensure that the culture and ethos of this trust are such that, whatever the abilities and needs of members of the trust community, everyone is equally valued and treats one another with respect. This trust provides students with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate as fully as possible in the opportunities the academies have to offer.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our students to experience success, happiness and excellence.

We are committed to providing a fully accessible environment which values and includes all students, trust personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Aims

- To ensure that all trust personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the trust premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the academy community for students, prospective students and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

The **Trust Board** has:

- delegated powers and responsibilities to the Headteachers to ensure all academy personnel and stakeholders are aware of and comply with this policy
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002)
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Policy
- responsibility for ensuring that the trust complies with all equalities legislation

The **Headteacher** has:

- responsibility for the effective implementation, monitoring and evaluation of this policy
- responsibility for ensuring their academy has a Disability Accessibility Plan
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities
- a duty to respect the child's and parents' right to confidentiality
- the responsibility of providing all students with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual students and their preferred learning styles
- the responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of students

The **Headteacher** will:

- ensure all academy personnel, students and parents are aware of and comply with this policy

- report to the Local Governing Body on the procedures in place for academy personnel with disabilities
- provide leadership and vision in respect of equality
- monitor the effectiveness of the Disability Accessibility Plan for Students

Academy personnel will:

- comply with all aspects of this policy
- implement the academy’s equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the academy community;
- maintain high standards of ethics and behaviour within and outside the academy and not undermine fundamental British values
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at the academy.

Students must:

- be aware of and comply with this policy
- learn to recognise, understand and learn how to treat people with disabilities
- be empathetic

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality within Waveney Valley Academies Trust.

Approval Date	29/11/2017	Review Date	28/11/2018
----------------------	------------	--------------------	------------