

Disability Equality Scheme and Disability Accessibility Plan for Pupils

Date	Review Date	Coordinator	Nominated Governor
Dec 2020	Dec 2021	Danielle Lloyd	Dan Jagger

We believe that we work hard to ensure that the culture and ethos of this academy are such that, whatever the abilities and needs of members of the academy community, everyone is equally valued and treat one another with respect. This academy provides pupils 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 Academy: Planning to increase access to academy 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 in academy life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the academy premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for academy personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and academy personnel in all aspects of academy life.

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 pupils to experience success, happiness and excellence. All academy users will benefit from the academy’s disability equality scheme as it will allow them to take full benefit of the opportunities that this academy offers.

We are committed to providing a fully accessible environment which values and includes all pupils, academy 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.

We have in place an Accessibility Action Plan that is designed to increase the accessibility of provision for all pupils, staff and visitors to the academy. The plan is as follows:

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Delivery of the curriculum	To ensure all teaching and learning is differentiated appropriately	Child on a Page documents detailing children's individual provision and needs to be used by all teachers to inform planning and provision	All lessons will be appropriately differentiated by all staff – Summer 2021	
The physical environment of the academy	To maintain access to the academy for all pupils and parents/carers	To ensure access to all of the Academy's grounds at all times	Accessible building and environment for all users. – Summer 2021	
Provision of information in other formats	To ensure all information is presented in a range of formats for parents/carers and pupils	To ensure publications are printed on cream paper To ensure parent mail is sent in navy font To have letters interpreted where needed	All parents and carers will have access to all academy information ASAP	

We wish to work closely with the Academy Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aim

- To ensure that all academy personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the academy premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the academy community for pupils, prospective pupils and our adult users with a disability.
- To work with other academy's to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Head of School 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 Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:

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- discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- 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 respect the child's and parents right to confidentiality;
 - the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
 - the responsibility 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 pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
 - responsibility for ensuring that the academy complies with all equalities legislation;
 - nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
 - responsibility for ensuring funding is in place to support this policy;
 - responsibility for ensuring this policy and all policies are maintained and updated regularly;
 - responsibility for ensuring all policies are made available to parents;
 - the responsibility of involving the Academy Council in the development, approval, implementation and review of this policy;
 - nominated a link governor to visit the academy regularly, to liaise with the Head of School and the coordinator and to report back to the Governing Body;
 - responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head of School

The Head of School will:

- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for academy personnel and governors in the matter of disability discrimination;
- ensure all academy personnel, pupils and parents are aware of and comply with this policy;

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- report to the Governing Body on the procedures in place for academy personnel with disabilities;
- inform the Governing Body on the training programme for academy personnel;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the academy;
- work closely with the Head of School and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- oversee the undertaking of risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Head of School and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the academy is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of the Senior Leadership Team

The Senior Leadership Team will fully integrate disabled people into this academy by:

- undertaking a needs analysis that will identify what improvements to the academy building plus other issues that need to be taken into account;
- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the academy provides;
- identifying what needs to be done to improve the physical environment of the academy that will increase the extent to which disabled people can have access to the education and other services that this academy offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualizing what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising



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- ensuring good lines of communication are in place with parents namely:
 - newsletters
 - information letters via ParentMail
 - academy website
 - annual pupil reports
 - parent-teacher consultations
 - curriculum evenings/events
 - FoLT Events
 - Remote learning platforms

- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identifying the training needs of academy personnel;
- continually review this policy and the Disability Accessibility Plan.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the progress and development of this policy;
- assess the impact of this policy.

Role of Academy Personnel

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.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the academy Code of Conduct and guidance necessary to ensure the smooth running of the academy;
- liaise with the academy pupil council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the academy;
- support the academy Code of Conduct and guidance necessary to ensure smooth running of the academy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the academy website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- academy events
- meetings with academy personnel
- communications with home such as ParentMail
- reports such as the Head of School report to the Governing Body

Training

We ensure all academy personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all academy personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

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 pupil and it helps to promote equality at this academy.

Monitoring the Effectiveness of the Policy

This document will be reviewed every **12** months, but may be reviewed and updated more frequently if necessary.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)



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Head of School:	Clare Larkin	Date:	1 st December 2020
Chair of Governing Body:	Dan Jagger	Date:	1 st December 2020



Lime tree Primary Academy Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the academy community (✓)	Pupils	Academy Personnel	Parents/carers	Governors	Academy Volunteers	Academy Visitors	Wider Academy Community

Question	Equality Groups															Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No	
		✓				✓				✓				✓				✓				✓				✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No	
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No	
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date



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