



NEWBURY ACADEMY TRUST

Disability Equality Policy

DATE APPROVED: February 2016

DATE FOR REVIEW: February 2018

A handwritten signature in black ink, appearing to read "S. H. Way".

SIGNED:

On behalf of the Board of Directors

Disability Equality Policy

Name of school: Newbury Academy Trust

The Trust recognises the needs of the individual and will not accept discrimination against staff, parents, students, contractors and visitors, be it on any basis including gender, creed, colour or physical or mental disability.

The Trust's statement will be reviewed by evidence collected for annual review statements. The Trust continually reviews all students/children in terms of achievement, attendance, participation in trips and bullying and thus ensures those with disability are monitored accordingly. The Trust Council reflects the cross-section of the Trust population and therefore students/children with educational and physical needs are present at the meetings as well as other representatives, ensuring they address the views of all fellow students.

All staff are appointed on their ability to do the job, irrespective of disability and the staff profile reflects this.

Students'/children's performance is monitored closely within the Trust and the performances of all those students/children with an Individual Education Plan are monitored regularly to review progress. The appropriate manager or SENCO is responsible for ensuring the appropriate information is passed on and the SAP altered accordingly. The Headteacher or SENCO is present at every annual review of a pupil with an EHC Plan. The Trust reviews its policies with due respect to the DDA and the annually reviewed School Development Plans are just one way in which the impact is monitored.

All those students with disabilities are encouraged to take part in their school's activities, be it sports day, or the House music or drama competitions. The competitive, inter-House activities are designed so that all can take part.

In-service training of staff is achieved through external and in-house courses to meet the needs of individuals e.g. teaching students who are visually impaired or dyslexic.

Action Points

1. Look towards discovering the disability spectrum of our parents and visitors and ensure we meet their needs
2. Look to ensuring disability of successful job candidates is known and planned for before commencement of position
3. Harness further the use of ICT to avoid barriers to learning
4. When looking at the design of new buildings and that under development, ensure access.

Action Plan

Target	Objectives	How	Who
1. Determine disability requirements of parents/carers	a. Ensure parents with physical or learning disabilities have access to school events/meetings etc	<ul style="list-style-type: none"> Request parents to inform us of their disability and how we <u>may</u> be able to help. Differentiate approach when meeting parents Provide alternative access. 	Deputy Head/ Headteacher
	b. Ensure parents with visual impairment have access to documents	Develop the website so all letters are available in large print.	Network Manager
	c. Ensure parents with hearing impairment have access to presentations	<ul style="list-style-type: none"> Investigate loop system for all. Investigate audio information access on website. 	Network Manager
2. Determine any disability of successful job applicant	Ensure full integration achieved	Planned integration	Headteacher
3. Harness further the use of ICT to avoid barriers to learning	Improve achievement of students with learning difficulties	<p>Determine methods of enhancing ICT resources</p> <p>Develop learning platforms</p>	Deputy Head/ Headteacher Network Manager
3. Ensure development of buildings to meet DDA regulations	Ensure access for all	Work with architects to ensure DDA adhered to in design	Site Manager
4. Develop register of staff with disabilities	To ensure needs are met so that they can continue with their professional duties	Encourage disclosure within a culture of inclusivity	Headteacher

Disability Equality

Appendix to Policy Including Action Plan

Responsibilities

From December 2006 the Disability Discrimination Act (DDA) was amended to place a duty on all public bodies to promote disability equality. In brief, the DDA puts a duty on a Trust to have a regard to the need to:

- Promote equality of opportunity between disabled persons and other persons;
- Eliminate discrimination that is unlawful under the Act;
- Eliminate harassment of disabled persons that is related to their disabilities;
- Promote positive attitudes towards disabled persons;
- Encourage participation by disabled persons in public life; and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Schools need to have a Disability Equality Scheme which should include:

- A statement of how disabled students, staff, parents and disabled members of the community who may use Trust facilities have been involved in developing the scheme;
- An Action Plan – the steps the Trust will take to meet the Duty;
- Arrangements for gathering information about performance of the Trust on disability equality e.g. pupil achievement or employment and retention of disabled staff;
- Arrangements for assessing the impact of policies, procedures and practices of the Trust on disability equality and improving these when necessary;
- Details of how the Trust is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes;
- The scheme must be reviewed and publicly commented upon each year and revised every three years.

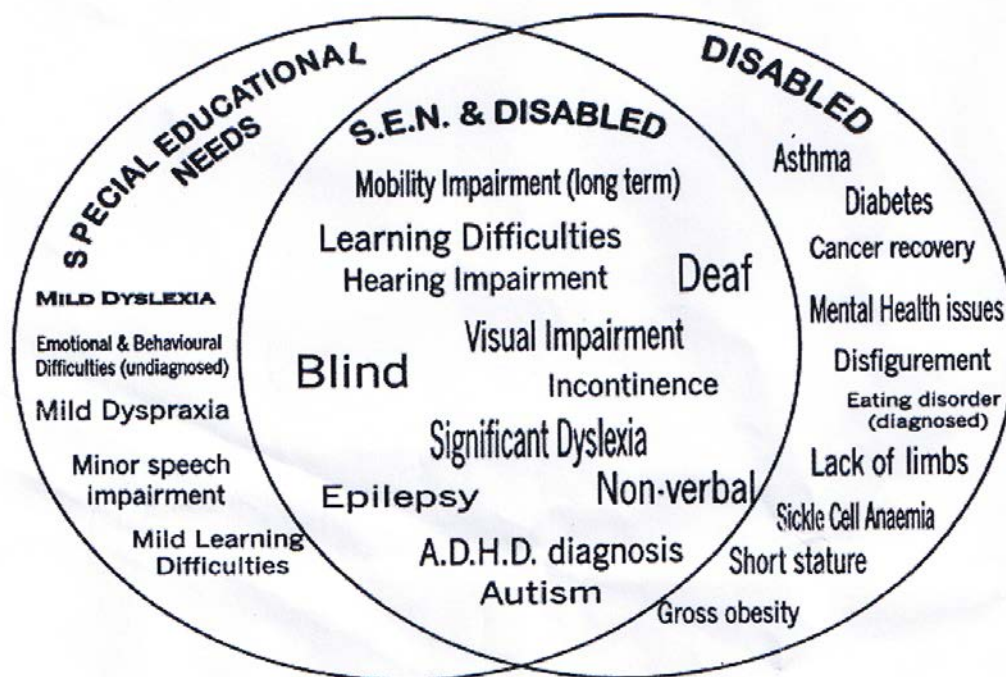
Definition of disability

The disability discrimination duties are owed to all students who are defined by the DDA as being disabled and under the planning duties Trusts and local authorities have a general duty to improve the accessibility of Trusts for disabled students. The DDA defines a disabled person as someone who has '*a physical or mental impairment which has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities*'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial*'. '*Long term*' means has lasted or is likely to last more than 12 months.

Students diagnosed as having special educational needs are covered by the DDA regulations.

The possible overlap of SEN and DDA disability definition for children and young people



The Board of Directors and delegation

The Board of Directors of the Trust is responsible for the Trust's accessibility plan. The development and implementation of the plan will involve different members of staff according to their responsibilities:

- The development of access to the curriculum will need to be led by those with curriculum responsibilities;
- The development of materials in different formats is likely to involve all staff in respect of materials used in their own teaching; and
- The head teacher, or a senior manager, will need to lead on improvements to the physical environment, the deployment of resources and the coordination of the plan across the whole Trust.

Accountability

Ofsted inspects the quality of Trust plans and local authority strategies. In particular Ofsted expects to see the three key elements of the planning duties addressed in plans and strategies. The Secretary of State has powers to instruct schools and local authorities to draw up a plan or strategy if they do not have one, or to order improvements if this should be necessary.

The Trust should have one statement covering the Disability Equality scheme and the access statement and, supporting this, an action plan.

Both should be reviewed annually and the action plan amended accordingly. Every two years, the complete document needs to be reviewed.