



Disability Equality Policy

Newbury Academy Trust

March 2018

Disability Equality Policy

1. Introduction

- 1.1 "Academy", "Academy Trust" all refer to Newbury Academy Trust, Love Lane, Newbury, Berkshire, RG14 2DU. School refers to one of the three schools within the Newbury Academy Trust, Trinity School, Love Lane, Newbury, Berkshire, RG14 2DU; Fir Tree School, Fir Tree Lane, Newbury, Berkshire, RG14 2RA; Speenhamland School, Pelican Lane, Newbury, Berkshire, RG14 1NU.
- 1.2 The term Governor refers to both Full Governing Body Trustees and Local Governing Body Governors.

2. Aims

- 2.1 In accordance with the 2010 Equality Act, the Trust recognises the rights of the individual and will not accept discrimination against staff, parents, students/pupils, contractors and visitors, be it on any basis, whether direct or indirect discrimination, harassment or victimisation.

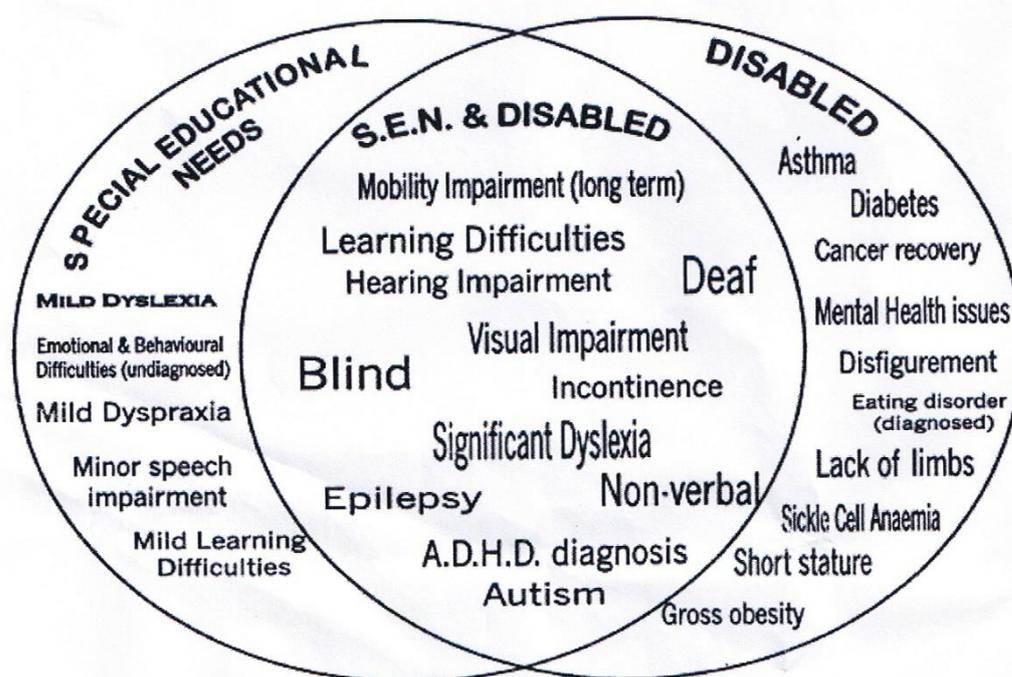
It is the Trust's desire to:

- ensure that all those within its schools are committed to the principles of equality as outlined in the Equality Act 2010;
 - promote equality of opportunity between disabled persons and other persons;
 - ensure that everyone who belongs to, or comes into contact with, our Trust's community is valued and respected;
 - eliminate unlawful discrimination, harassment or victimisation;
 - promote equality of opportunity;
 - promote positive attitudes towards disabled persons;
 - encourage participation by disabled persons in all aspects of school life;
 - take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
 - show due compliance with statutory duties.
- 2.2 These aims relate to, but are not restricted by, the list of protected characteristics referenced in the Equality Act 2010, namely: disability; gender; race; religion and belief; sexual orientation; gender re-assignment and pregnancy and maternity.

3. Definition of disability

- 3.1 The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, MS and cancer are all considered as disabilities, regardless of their effect.

- 3.2 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months. Physical or mental impairment includes sensory impairments and also hidden impairments.
- 3.3 Students/ pupils defined as having special educational needs are covered by the Equality Act 2010 regulations.
- 3.4 The possible overlap of SEN and The Equality Act disability definition for pupils and young people can be represented, as below:



4. Roles and Responsibilities

4.1 The Governing Body will:

- ensure that the Newbury Academy Trust complies with all relevant equalities legislation;
- support the Senior Leadership Teams in implementing necessary actions;
- ensure that people are not discriminated against, as specified in the Equality Act 2010, when applying for jobs within the Trust;
- ensure that all reasonable steps are taken to make sure that our school environments are accessible to people with disabilities
- ensure that all communication is inclusive for parents, carers and pupils
- evaluate and review the Disability Equality Policy in accordance with specified deadlines

4.2 The Senior Leadership Teams will:

- designate a member of the Senior Team to take specific responsibility for the Disability Equality Policy;

- work with teachers and support staff to produce an action plan designed to eliminate discrimination and promote equality of opportunity;
- ensure that all members of staff within the Trust understand the legal definition of disability and their responsibilities towards eradicating discrimination of any kind;
- ensure that all staff know who to contact to seek advice or to report incidents of discrimination;
- take appropriate action to support any member of the Trust community who may report unlawful behaviour;
- undertake appropriate monitoring and evaluation of the Trust's Disability Equality Policy to ensure that it continues to remain effective and fit for purpose;
- treat all incidents of unfair treatment with due seriousness;
- promote a 'zero tolerance' approach to all forms of discrimination
- ensure appropriate action is taken should the Trust's expectations not be met.

4.3 All teaching, non-teaching and support staff will:

- fully-comply with the requirements of the Disability Equality Policy;
- understand how the stipulations of the Disability Equality Policy relate to them and their role within the Trust;
- attend all training provided by the Trust, to ensure that they are up-to-date;
- understand the procedures for reporting incidents of discrimination
- actively promote equality at all times;
- report all incidents which are contrary to the Disability Equality Policy to the designated lead as specified;
- provide material that gives positive images based on race, gender and disability, and challenges stereotypes;
- ensure that all students/ pupils, from all groups, are included in all activities;
- promote equality and diversity through teaching and through relations with pupils/ students, staff parents and the wider community

4.4 All students/pupils will:

- be expected to act in accordance with any relevant part of the Disability Equality Policy;
- learn to have a 'zero tolerance' for any discriminatory behaviours witnessed;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for a life in a diverse society;
- understand the importance of reporting discriminatory behaviours;
- support peers who are experiencing discrimination

5. Eliminating Discrimination and Improving Equality of Opportunity

- 5.1 The Trust acknowledges the need, in some cases, to treat disabled pupils more favourable than their peers, in order to remove disadvantage. This is in accordance with the Equality Act 2010:

'...schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.'

- 5.2 Students'/pupils' performance is monitored closely within the Trust and the performances of all those students/ pupils with a Support and Achievement Plan (SAP) are monitored regularly to review progress. The appropriate manager or SENDCo is responsible for ensuring the appropriate information is passed on and the SAP altered accordingly. The Headteacher or SENDCo is present at every annual review of a student/pupil with an EHC Plan.
- 5.3 Furthermore, the school continually reviews all students/ pupils in terms of achievement, attendance, bullying and participation in trips, thus ensuring those with disability are monitored accordingly. Each School Council reflects a cross-section of each School's population and therefore students/ pupils with educational and physical needs are present at the meetings along with other representatives, ensuring they address the views of all fellow students/ pupils.
- 5.4 All those students/pupils with disabilities are encouraged to take part in the 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.
- 5.5 In-service training for staff is provided through external and in-house sessions designed to meet the needs of individuals within our school communities. For example, teaching and supporting those with visual or hearing impairments; learning how to communicate effectively with individuals who have an Autism Spectrum Disorder (ASD) and understanding complex disorders like Pathological Demand Avoidance (PDA).

6. Accessibility Planning

- 6.1 'The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities' states that, 'schools need to carry out accessibility planning for students with a disability'. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.
- 6.2 Schools must implement accessibility plans which are aimed at:
 - increasing the extent to which students with a disability can participate in the curriculum;
 - improving the physical environment of schools to enable students with a disability to take better advantage of education, benefits, facilities and services provided; and
 - improving the availability of accessible information to students with a disability.
- 6.3 'Schools need to have regard for the providing of adequate resources for implementing plans and must regularly review them. An accessibility plan

may be a freestanding document but may also be published as part of another document such as the school development plan.'

7. Monitoring and Review

- 7.1 This Policy is monitored and reviewed by the Full Governing Body annually with the Disability Equality Objectives reviewed every four years.

Authorised by	Resolution of the Board of Trustees
Date	14 th March 2018
Effective Date of the Policy	14 th March 2018
Effective Date for Review	March 2020

Disability Equality Objectives Acton Plan (Appendix One)

In developing our Disability Equality Objectives Action Plan, the Trust consults with a range of stakeholders, including pupils/students with a disability; teaching and non-teaching staff members; parents; representatives from the Local Authority; specialist outside agencies such as CAMHS and other users of school premises.

Examples of involvement and consultation are:

- Questionnaires
- Drop-in sessions
- Trust School Council meetings
- Informal meetings
- Formal 1:1 meetings with students
- Statutory annual review meetings
- Open evenings
- Governors meetings
- Team Around the Family multi-agency meetings
- Feedback on observations
- Appraisal meetings with staff

Disability Equality Objectives Action Plan (Appendix One)

Objectives	Detail	Actions	Target group	Immediate impact	Monitoring & timeframe	Long-term impact	Responsibility
1.	Ensure parents with physical disabilities have access to school events/ meetings etc	<p>Request parents inform school of their disability through new starter admission forms and on website.</p> <p>Ensure parents who need support with completion of documents can access support through the office or FSSW.</p> <p>Provide alternative access to school events and site.</p> <p>Develop the website so all letters are available in large print</p> <p>Investigate audio information access on website</p> <p>Offer alternative time and locations for parent/staff meetings.</p>	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>Schools have an accurate record of parents with disabilities.</p> <p>Greater Information sharing with all parents</p> <p>Parents are accommodated sensitively</p>	<p>Immediately for all new starters</p> <p>End of Term 1 2017/18</p> <p>Immediately</p>	<p>Schools can ensure plans are made in advance of parents evenings and events so parents' don't have to request –needs are met proactively.</p> <p>Greater contact made with potentially hard to reach parents increasing support parents can offer to students to achieve well.</p> <p>More parents attend key meetings, which helps to build positive relationships between home and school and, ultimately, helps students succeed.</p>	<p>Deputy Head/ Headteacher</p> <p>Network Manager</p> <p>SLT Curriculum/ SLT Pastoral</p>
2.	Increase awareness of disability issues and our legal and moral obligations in furthering an ethos of equality.	<p>Provide training for teaching and support staff about:</p> <p>SEND Code of Practice</p> <p>2010 Equality Act</p> <p>Monitor provision to ensure that the principles of both are upheld in all daily routines and activities across The Trust.</p>	All Academy staff	<p>Schools are fully inclusive.</p> <p>Lessons are inclusive.</p> <p>Every student is valued and accommodated appropriately regardless of Special Needs or Disability.</p>	<p>Ongoing as part of INSET programme</p> <p>Ongoing as part of SLT/ SENCo monitoring</p>		SLT/ SENCo

		Provide explicit teaching, as part of the PSHE programme, to promote understanding of disability issues and challenge negative stereotypes.	All Academy students	All young people in the Academy understand issues around disability and are able to contribute positively to school and wider society whether they personally experience disability or not.	& lesson observations		Assistant Head for Pastoral/ HoCAs/ subject teachers
3.	Maintain the Academies' zero tolerance of discrimination, harassment and victimisation.	<p>Provide and advertise clear procedures for reporting such behaviour to all staff and students working within the Academy.</p> <p>Provide regular and frequent messages to reinforce the Academies' ethos in school assemblies and staff meetings.</p> <p>Ensure that all reported incidents are dealt with sensitively and swiftly.</p>	D; G; R; RB; SO; GR	<p>Staff are given information as part of their induction programme and this is then revisited in the relevant staff meetings</p> <p>Everyone is clear of the schools' ethos.</p>	<p>Immediately and ongoing</p> <p>Immediately and ongoing</p>	Staff are confident in dealing with incidents, do so efficiently, and thus perpetuate the zero tolerance ethos of the Academies.	Assistant Head for Pastoral/ Heads of House/ tutors/ teachers / TAs
4.	Facilitate participation in all day-to-day activities for all, equally, both in lessons and extra-curricular activities	All learning activities will be differentiated in order to accommodate all, and this will be monitored by SLT and SENCo. Lessons will be timetabled in accessible rooms for those with physical	D; G; GR; PM	All students will feel able to participate in all activities. Where necessary, technological aids will be made available to support students with sensory needs (such as installing	Immediately and ongoing	All students will be able to reach their full potential because they will not view their difficulties as barriers.	SLT; SENCo; all teaching staff; TAs

		<p>difficulties. Advice will, routinely, be sought from the LA specialists in sensory and physical impairment for our students with these difficulties. Accessible and gender neutral toilet facilities are provided. Students struggling with emotional difficulties will be supported so that they can overcome these and access activities.</p>		<p>the Soundfield System in classrooms to support a student with cochlea implants).</p>			
5.	<p>To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping.</p>	<p>Provide explicit teaching about career opportunities as part of PSHE input, with specific focuses on challenging stereotypes. To include exploration of salaries for different careers and investigate gender inequalities.</p>	G	<p>Students will be able to consider next steps wisely, without being duped by stereotype.</p>	<p>Immediately and ongoing</p>	<p>There will be an increase in the number of girls following careers widely considered male and vice-versa. Ultimately, there will be social equality in salaries</p>	<p>Headteacher/ Assistant Head for Pastoral/ Careers Lead and Advisor</p>
6.	<p>To promote opportunities for those less advantaged in our Academy community, in order to increase the attainment of Pupil Premium sub-groups.</p>	<p>Pupil Premium students will be supported in order to remove barriers to learning and attainment. All teaching staff will be mindful of PP status and inform SLT, if they feel a PP student will be disadvantaged because of a lack of equipment/ transport or money for an enrichment activity.</p>	Other (PP)	<p>All PP students will be supported in order to access the activities just as their non-PP peers. This will be done discretely. There will be greater participation of PP students in a wider range of extra-curricular activities and they will be fully-prepared for lessons.</p>	<p>Immediately and ongoing</p>	<p>PP students will be able to improve their expected attainment, thus diminishing the 'attainment gap' with their non-PP counterparts.</p>	<p>All teachers / SLT Head for Pastoral</p>

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Key: D –Disabled, G - gender; R - race; RB - religion and belief; SO -sexual orientation; GR - gender re-assignment and PM -pregnancy and maternity.

