



Disability Equality Policy

Adopted March 2010

Reviewed March 2021

Introduction:

The Carlton Junior Academy is committed to the inclusive principles of the Disability Equality Duty (DED) and readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision where it is practical to do so.

We welcome the statutory duties of The Disability Discrimination Act 2005 (DDA) that requires schools, when carrying out their functions to have due 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, and
- Encourage participation by disabled persons in public life

This policy is to be considered alongside our Accessibility Plan which lays out the intentions to increase/maintain access for disabled pupils to the building and the curriculum in line with the planning duties in the Special Educational Needs and Disability Act 2001 and the SEND Code of Practice 0 to 25 Years (DfE, Jan 2015).

Definition of Disability

The academy subscribes to the broader definition of disability contained in the DDA (2005). This includes all pupils with EHC plans and members of the academy community with serious medical conditions.

'A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' (DDA, Part 1, Paragraph 1.1)

A disabled person so defined will be substantially affected by their disability for at least 12 months in one or more ways. The definition of disability covers a wide range of impairments including Hearing, Visual and Speech Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues (*memory, or ability to concentrate or understand*) and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, Dyspraxia, Dyslexia, gross obesity, diagnosed eating disorders, inability to lift, carry or otherwise move every day objects, perception of risk or physical danger and many more...If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The SEND and Medical registers will be used to identify pupils who meet the broadened criteria of disability whilst personnel records will provide the same information about staff.

Key Features of the Disability Equality Policy (DEP)

This Disability Equality Policy sets out the ways in which the academy will meet its general and specific duties.



The involvement of disabled pupils, staff, parents and other users of the academy

In the production of this scheme, the academy has consulted with stakeholders in order to ascertain the strengths of its current provision and identify priorities for development. It is our intention, wherever possible, to continue engaging people with disabilities in the reviewing, planning and development of provision for disabled people through the SEND Governor who will support the academy to monitor the implementation of the policy.

Information gathering

The Headteacher, supported by the Trust will continue to gather information on behalf of the Local Academy Board to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty. At entry to the academy, the SENCO will sensitively ascertain from each child's family any information regarding the child's disability. This information will be recorded and used to inform provision for the child and family. The SENCO will continue to include the monitoring of disabled pupils' academic progress and will respond with appropriate intervention strategies if they are needed.

The social development of disabled pupils will continue to be monitored discreetly by the SENCO. Any perceived inequalities will be addressed accordingly.

The academy will share sensitively and in accordance to data protection laws, information it currently holds about disabled pupils, staff and parents/families so that any necessary adjustments can be made. This information will provide an accurate profile of the disabled members of the academy community and their participation across all aspects of academy life so that they can be supported in achieving their full potential.

The recruitment, development and retention of disabled employees

The academy recognises the benefits of a diverse workforce. To ensure there is recruitment, development and retention of disabled employees, the following is implemented;

- Safeguarding children guidance, the use of application form data and stating in adverts that the post is suitable for all including the disabled
- Guidance from initial information gathering that facilities are in place

Educational opportunities available to disabled pupils/adults

- A challenging and engaging curriculum that encompasses a broad and balanced educational experience
- Reasonable adjustments made to teaching and learning which ensures access for all learners e.g. position of pupils to enhance hearing or vision/enlarged text, small step instructions etc.
- Different forms of communication – including visual timetables, Makaton or access to technology
- Alternative provision such as Forest School
- Planning which ensures equality of opportunity to access the curriculum
- All activities including extra-curricular activities, visits and residentials, allow full participation of disabled pupils with reasonable adjustments
- Access arrangements are considered for adults attending academy events such as courses or celebration events so that they are available for all

Achievements of disabled pupils

- 'Progress' achievements



- SATs results
- Out of hours club participation
- Sporting achievements by providing extra staffing
- Achievements for attendance
- Achievements for positions of responsibility
- Achievements celebrated publicly alongside non-disabled achievements rather than separately

Information on disabled parents, carers and others visiting the academy

We endeavour to collect information on disabled parents, carers and others via:

- Conversations with families
- Contact information sheets for parents that ask if they have accessibility needs
- Periodic questionnaires

Impact assessment

We are keen to ensure that none of its policies and practices disadvantage disabled people. Policies are reviewed in line with practices on disability equality. We will consider the impact of policies and practices on disabled people in the following areas:

- Academy Visits policy
- Outside Agencies
- Lunchtime arrangements
- Homework arrangements
- Classroom organisation
- Sports Day
- Recruitment procedures
- Reception area
- Performance accessibility
- Parental consultations for disabled parents
- Disabled representation on the Governing Body
- Groups representing students such as Playground Peace-Makers, Play Leaders, Carlton Cabinet etc.
- Personal care facilities e.g. Disabled toilet, shower room

Action Plan

Taking account of the information gathered, and in order to meet the duties, The Carlton Junior Academy has developed the following Action Plan to promote Disability Equality that will run from March 2021 and will be reviewed by the Local Academy Board. The Disability Equality Policy is reviewed annually. We shall report on the steps taken to fulfil the action plan, detail the information gathered, and report how that information is influencing future planning. The Disability Equality Policy is available on the website and via the office. It can be provided in alternative formats on request.



Disability Equality Duty	Outcome	Action	When	Who	Measure
Promoting equality of opportunity	All new staff made aware of Disability Equality Duty (DED)	All new staff receive information about requirements to make reasonable adjustments	Within 1 st term of employment	SENCO to deliver input	Greater awareness of the DED and of need to promote equality of opportunity
	Better knowledge of individual needs	<ol style="list-style-type: none"> 1. Consultations via questionnaires & discussions with parents/carers, staff, governors, pupils and community groups who use the academy 2. Analyse responses to ascertain needs 3. Revise the Action Plan as appropriate 4. All staff made aware of individual needs and reasonable adjustments are taken into account when organising curriculum and events. 	Summer 2021 Staff Meeting to share action plan	Parent Governor HT/SENCO	Feedback from stakeholders Action Plan revised & disseminated, adjustments made.
	Access to all subject/ curriculum areas	When reviewing all policies pay special attention to DED	According to school's monitoring timetable	All staff	Reasonable adjustments made.
		When analysing data, particular attention will be paid to pupils with SEND	Termly	All staff	Pupils with SEND who do not make appropriate progress in curriculum will receive opportunities for intervention/support.
	Carlton Cabinet agenda	Carlton Cabinet to monitor experiences of disabled pupils	Questionnaire to pupils	All children through Carlton Cabinet	A part of the children's good practice.
Access for visitors	Staff made aware of reasonable access when organising events Statement on all invitations asking parent /carer to inform organiser of access needs	In place	SBL	Parents/Carers attend events.	
Eliminate discrimination	Disabled people have privacy	Review upkeep of medical area as required on individual needs basis	Ongoing	HT	Fulfil needs of disabled children



	Raise awareness through staff training	Staff briefings as required	ongoing	All staff	No discrimination & increased awareness and ability to support with disability
	Make appropriate forms of communication available i.e. Large print Letters	Awareness of the different forms of communication available and which stakeholders may require this support	Always	All staff	No discrimination & increased awareness and ability to support disability
Eliminate harassment	Anti-bullying Policy review	1. Review anti-bullying policy in light of DED. 2. Anti – Bullying Week 3. Jigsaw Programme	Annually Annually On going	All community	Empower pupils to report incidents Pupils who facilitate prejudice, receive education
Promote positive attitudes	Adjustments as required	1. Access, support, provision overall.	In all activities with reasonable adjustments	All community	Stakeholders with disability feel happy, supported and part of the community
		2. Through assemblies presenting positive images of disabled people – sporting role models	Ongoing	All staff	Positive attitudes are nurtured and reflected across school
		3. Ensure environment includes positive role models.	On going	All staff	Disabled pupils feel valued as members of school community with role models
		4. Staff model respectful attitudes to disabled pupils, staff and parents/carers.	On going	HT	Disabled pupils feel valued as members of school community with role models
Encourage participation in public life	Access to visits, residential visits	Consultation with EVC, children & parents/carers making sure participation viable	Every visit	All staff, children, EVC	Reasonable adjustments so participation is possible.
	Access to extra-curricular activities and sports clubs	Ensure that there is equal access to after school clubs for disabled pupils and monitor their use.	HT/LAB Sports Leader	All staff	Pupils with a disability are provided with opportunities to participate in extra-curricular activities and sports clubs.
	Disabled pupils are part of the Carlton Cabinet	Pupils with a disability encouraged to stand for election and coached for the role	On going	All staff	Pupils with a disability have a voice and feel empowered in decisions about academy life.



	The school welcomes disabled staff into the workforce and encourages them to apply for senior positions	Adjustments as necessary will be made to allow disabled staff to pursue employment in line with the Academy guidelines Confidential records of staff disclosures regarding disability are kept All job applicants will be treated equally A policy of interviewing all disabled applicants who meet the minimum requirements for a job will be adhered to.	On going	HT/LAB	Equality of opportunity provided for within the application process. Adjustments made to enable disabled applicants to be employed.
	The academy welcomes disabled representation on the LAB and PFA	Encourage disabled people to put themselves forward as candidates in governor elections and to join the PFA	On going	HT/LAB	Adjustments made so that disabled people can access positions of responsibility.
Taking steps to meet disabled people's needs	Buildings safer and fit for purpose	1. Review access plan particularly in terms of physical environment 2. Health & Safety audit 3. Buildings survey	Consult external agencies re: facilitating access On going as funding and need dictates	SLT & LAB	Access for all & adjustments made (e.g. maintain disabled toilet, parking space, footpath)
	All able to have choice of communication	Signs and symbols audit	Annually as part of class induction	All staff/SENCO	Adjustments made as required
	Disabled stakeholders' needs met	As funds allow, improve facilities to allow access and use of the building e.g. upgrade disabled toilet facilities	As required	HT	Facilities appropriate
		Adjustments for disabled pupils including at breaks and lunchtimes, are provided as appropriate	As needed	SENCO	Adjustments in place