

## **Oasis Academy Boulton Disability Equality Scheme Policy and Action Plan**

This scheme and the accompanying action plans set out how the Academy Council will promote equality of opportunity for disabled people and will include the reviewed and revised Academy Accessibility Plan.

### **Definition of Disability**

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities

This scheme and the accompanying action plans set out how the Academy Council will promote equality of opportunity for disabled people and will include the reviewed and revised Academy Accessibility Plan.

### **School Ethos, Vision & Value**

At Oasis Academy Boulton we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

## **“We are unique –we are inclusive”**

- **A passion to include everyone**
- **A desire to treat everyone equal, respecting differences**
- **A commitment to healthy and open relationships**
- **A deep sense of hope that things can change and be transformed**
- **A sense of perseverance to keep going for the long haul**

## **Introduction**

Duties under Part 5A of the DDA 2005 require the Academy Council to:

- promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the academy or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the academy’s operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together academy’s responsibilities under Parts 2, 3 and 4 and the academy’s scheme shows how the academy is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the Academy Council to plan (The Academy’s Accessibility Plan) to increase access to education for disabled students in 3 ways:

- increasing the extent to which disabled students can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

## **1. Starting points**

### **The purpose and direction of the academy’s scheme**

1.1 The purpose of the academy’s scheme is to meet the duty to promote equality of opportunity for disabled students, staff, parents and other users of the academy.

- Establish with all staff overall vision of the duty to promote equality of opportunity for disabled students, staff and parents.
- Six elements of the duty are:
  - Promoting equality of opportunity
  - Eliminating discrimination

- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Action by ALT responsible for DES:

- Raise awareness of 6 elements with all staff, councillors, parents and students.
- Refer to 'Implementing the DDA in Academies'
- Ensure understanding of the broad definition of Disability within the DDA.
- Encourage disclosure of disability by students, parents, staff and other users of the academy.
- Set up working party, membership to include:
  - ALT member
  - councillor
  - parent with disabled connections
  - staff representative (with disability if possible)
  - SENCO
  - informed by associate members e.g. students with disability/on academy council.

The Key Functions of the Working Party will be:

- To ensure the involvement of disabled students, staff and parents;
- To arrange for the gathering of information.
- To consider arrangements for impact assessment

## **1.2. Involvement of disabled students, staff, parents and other users of the academy.**

The academy will consider and plan to involve disabled students, staff, parents and other users of the academy. The academy will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled students, staff, parents and other users of the academy will be used to set priorities.

## **1.3. Information gathering**

The collection of information is crucial to supporting Oasis Academy Boulton in making decisions about what actions would best improve opportunities and outcomes for disabled students, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled students, staff, parents and other users of the academy is key to the development of the DES.

## Definition

The DDA defines a disabled person as someone who has:

‘a physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.’

### Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

### Information to be gathered

- Recruitment, development and retention of disabled employees
- Education opportunities available to and achievement of disabled students
- Disabled parents carers and other users of the academy (All efforts to be made to collect information)

- Make decisions on how the information is to be held in academy, and how it interlinks with other registers. Do we have just one academy profile with differing levels of access? Confidentiality and need to know clauses required.

#### **1.4. Impact assessment.**

Impact assessment refers to the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. Impact assessments will be an on-going process to ensure that our policies and practices develop and evolve and will be incorporated into the academy's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

#### **2. Identifying the main priorities for and deciding actions**

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- an examination of the information that the academy has gathered; and
- the messages that the academy has heard from the disabled students, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled students, staff and parents.

#### **3. Making it happen**

##### **3.1. Implementation**

The scheme will be supported by detailed action plans and incorporated into our Academy Development Plan, with oversight of the Academy Council so that progress can be checked.

The Action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

Our DES will incorporate the Academy's Accessibility Plan. The evaluation of the present plan will inform the action plan within our new Disability Equality Scheme.

We will evaluate the effectiveness of our scheme with our Academy Regional Director and Ofsted when the academy is inspected

### **3.2. Publication**

The working party will decide how best to publish the DES either as a separate document or as part of the Academy Improvement Plan. We will provide a copy for anyone asking for it in a range of formats.

### **3.3. Reporting**

We will report annually on the progress made on the action plan and its effect on policy and practice within the academy. (Via the Academy website)

### **3.4. Reviewing and revising the scheme**

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the academy has taken have affected opportunities and outcomes for disabled students, staff and parents.

The review of the scheme will inform its revision: how the academy sets new priorities and new action plans for the next scheme. This process will continue to:

- involve disabled students, staff and parents; and
- be based on information that the academy has gathered.

The accessibility plan and the disability equality scheme will be planned and produced at the same time as one document.

The main documents that will inform the development of this scheme are:-

- Implementing the Disability Discrimination Act in schools and early years setting, DFES
- Promoting Disability Equality in Schools, DfES Guidance.

### **Complaints**

Any prospective or current student or member of staff who has a complaint concerning a breach of this policy may bring such a complaint to the Principal/Deputy Principal of Oasis Academy Boulton.