

## Disability Equality Scheme Policy

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<b>Signed (Chair of Governors):</b>	

This equality scheme should be read in conjunction with the School's Equality, Diversity and Inclusion Policy. The equality objectives outlined below address our duties under current equality legislation up to and including the Equality Act 2010.

## **Legislation Overview**

### **The Disability Discrimination Act**

The duties of schools under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) are:

- not to treat disabled students 'less favourably';
- to make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage compared to their peers;
- to draw up plans to show how, over time, they will increase access to education for disabled students ;
- to comply with the Disability Equality Duty

To this end, The Stanway School plans strategically to increase access to the school and the curriculum over time. Please refer to the school's Accessibility Policy & Plan which improves access for disabled students by:

- increasing access to the curriculum;
- making improvements to the physical environment of the school to increase access;
- making written information accessible to students in a range of different ways.

### **The Disability Equality Duty**

The Disability Equality Duty (Part 5A of the Disability Discrimination Act 1995, inserted by the Disability Discrimination Act 2005) places on all public authorities (including schools) a general duty, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as subsequently amended);
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

In order to meet the **main requirements of the specific duty** The Stanway School:

- prepares and publishes a disability equality scheme;

- publishes Equality Objectives
- involves disabled people in the development of the scheme;
- implements the scheme;
- reports on it annually to parents/carers and students.

The Disability Equality Scheme demonstrates how the school is going to continue to meet the disability equality duty by:

- involving disabled people (students, staff, parents) in the preparation of the scheme
- setting out in the scheme how disabled people have been involved in its preparation, and the arrangements for gathering information on the effect of the school's policies on:
  - recruiting, developing and retaining of disabled employees;
  - improving the educational opportunities available to and the achievements of disabled students;
  - assessing the impact of its current or proposed policies and practices on disability equality;
  - taking steps to meet the general duty (refer to the school's action plan);
  - making arrangements for using information to support the review of the action plan and to inform subsequent schemes;
  - implementing the actions in their scheme by July 2011;
  - reporting on the scheme annually;
  - reviewing and revise the scheme every three years.

(Note: The school is not required to do anything under its scheme that is unreasonable or impracticable).

### **Equality Objectives 2018-19 (Plan is attached)**

Under the Equality Act 2010 public bodies must publish an equality objective or objectives. We have highlighted three key areas where we can tackle inequality for our pupils and students:

1. To close the gap in performance for all pupils who are vulnerable and / or from disadvantaged backgrounds.
2. To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.
3. To prevent and respond to all hate incidents and prejudice-based bullying.

### **Schools' duties in relation to employment**

This section should be read in conjunction with the School's policy 'Equal Opportunities in Employment'.

Part 2 of the DDA says that it is unlawful for employers to discriminate against disabled employees and disabled people who apply for a job. It is discrimination if an employer:

- treats a disabled employee or applicant less favourably than another on the grounds of the disabled person's disability (**direct discrimination**) — this cannot be justified;

- fails to take reasonable steps to avoid placing a disabled employee or applicant at a substantial disadvantage (**reasonable adjustments**) — there is no justification for failing to make a reasonable adjustment;
- treats a disabled employee or applicant less favourably than another for a reason related to their disability and without justification (**disability-related discrimination**).

The duties apply to:

- recruitment, selection and interview procedures
- terms and conditions of employment
- induction, promotion opportunities, transfers, training, professional development and other benefits
- termination of employment.

The duties apply to disabled employees and disabled people who apply for a job:

- teaching and non-teaching
- full-time and part-time
- permanent and temporary/casual staff
- contract staff: cleaners/supply teachers.

The reasonable adjustments duty in Part 2 of the DDA includes:

- making changes to an employee's duties, working hours or place of work
- the provision of auxiliary aids and services
- physical alterations to buildings.

If a disabled person feels that they have been discriminated against they should first seek to resolve the dispute within the workplace, wherever possible. If this cannot be resolved, a claim of discrimination should be made by application to an employment tribunal.

### **In order to address key disability equality issues**

The Stanway School will build on our existing practice by:

- continuing to take a key role in shaping the values and attitudes of children, young people and adults, as well as take a lead in challenging disability based harassment, bullying and violence and stereotyping;
- taking action to challenge disability stereotyping in subject choice and careers advice as a key part of our whole school curriculum;
- including the disability equality duty in the way we plan for school improvement;
- raising the attainment of students with disabilities still further;

- ensuring that students with disabilities are provided with the opportunities to develop positive relationships, and participate fully in the school and community life.

### **Monitoring, review and evaluation**

Evaluation and review of this scheme will be carried out in line with our School Improvement Plan.

The work identified in this scheme will be included in our Equality Objectives Plan and School or individual School's Improvement Plan.

Monitoring and review of the scheme will be done as part of our self-evaluation as progress towards meeting this duty is a key part of school performance.

This scheme will monitor by disability in a range of areas including:

- Student achievement;
- Exclusions;
- Recruitment, retention and career development of disable staff;
- Participation.

### **Reporting on progress**

This scheme will be reviewed annually and the main findings will be reported to parents in the school profile and to the full governing body.

**The Stanway School  
Equality Objectives Plan**

<b>Objective (s)</b>	<b>Action (s)</b>	<b>Deadline</b>	<b>Person</b>	<b>Review</b>
To close the gap in performance for all pupils who are vulnerable and / or from disadvantaged backgrounds.	<ul style="list-style-type: none"> <li>● Identify gaps in underperformance</li> <li>● Targeted Interventions</li> <li>● Link to pupil premium action plan</li> <li>● Review provision and interventions to ensure meeting need</li> <li>● Observations;</li> <li>● Data analysis;</li> <li>● Incoming cohorts;</li> <li>● One Plan Reviews</li> </ul>	Jul 2023	SJA/ JPL/ LDO	<p>Equal Opportunities Curriculum Audit is in place and completed annually. Students have full access to the curriculum. Exam access arrangements have been re-visited.</p> <p>Training is being organised for staff to become Oral Language Modifiers in response to need.</p> <p>One Plan reviews capture progress and parental and student voice. Data has been analysed and underachievement has been identified.</p> <p>Go4Schools</p> <p>Students included in LABS and KS3 / KS4 Challenge meetings.</p>
To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.	<ul style="list-style-type: none"> <li>● Audit school trips to ensure a rich range of experiences</li> <li>● Introduce and launch the Brilliant Club to raise post 16 aspirations</li> <li>● Review PSHE and enrichment opportunities</li> <li>● Assemblies, lessons and resources to provide opportunities for children to learn about racial &amp; cultural diversity other than their own</li> </ul>	July 2023	JPL/ LDO/ AMA/ PDE	Brilliant club running and demonstrating impact for high achievers.
To prevent and respond to all hate incidents and	<ul style="list-style-type: none"> <li>● Staff training</li> <li>● Revisit PREVENT</li> </ul>	July 2023	CJO NBA	

prejudice-based bullying.	<ul style="list-style-type: none"> <li>• Reporting structure and logging incidents</li> </ul>			
Update PEEP for all appropriate students	<ul style="list-style-type: none"> <li>• PEEPs reviewed for current academic year</li> <li>• Students with a PEEP are know and included in evacuation plans</li> <li>• Changes to PEEPs are made and changes communicated</li> <li>• Disability Plan is updated</li> </ul>	Ongoing	CJO	

