

Eaton Bray Academy



DISABILITY EQUALITY

V6.0

Headteacher: Mrs. L. Mercer
Address: School Lane
Eaton Bray
Bedfordshire
Tel No: (01525) 220468

Eaton Bray Academy

Disability Equality

VERSION:	V6.0
VERSION DATE:	20 th November 2020
AUTHOR:	Headteacher
REVIEWED BY:	Governing Body



The Copyright in this work is vested in Eaton Bray Academy and the document is issued in confidence for the purpose only for which it is supplied. It must not be reproduced in whole or in part or used for tendering or manufacturing purposes except under an agreement or with the consent in writing of Eaton Bray Academy and then only on the condition that this notice is included in any such reproduction. No information as to the contents or subject matter of this document or any part thereof arising directly or indirectly therefrom shall be given orally or in writing or communicated in any manner whatsoever to any third party being an individual firm or company or any employee thereof without the prior consent in writing of Eaton Bray Academy



AMENDMENT HISTORY

Issue	Author	Date	Description
V0.1(draft)	SH	1/11/09	Disability Equality Scheme as directed by County
V1.0	SH	27/12/10	New plans for years two and three
V2.0	SH	20/03/11	Changes to policy re Academy
V3.0	SH	20/09/12	Policy updated to fit with new Equality Plans
V4.0	SH	29/04/2015	Updated three year plan
V5.0	SH	16/09/18	As above
V6.0	LAM	20/11/2020	Updated with change of Head



Introduction

For the three year period from September 2018 to August 2021

This scheme and the accompanying action plans set out how the governing body promotes equality of opportunity for disabled people.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

The governing body are committed to continuing to increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

This scheme incorporates the school's ongoing plans to increase access to education for disabled pupils.

Mrs. L. Mercer
Headteacher



CONTENTS

1	VISION AND VALUES	6
2	GATHERING INFORMATION ON EFFECT OF POLICIES	7
3	ASSESSING IMPACT OF POLICIES.....	8
4	ACTION PLANS	8



1 VISION AND VALUES

Eaton Bray Academy believes in equal opportunities for all. The needs of each individual child are considered; special consideration will always be given to children who have specific needs, in order that our practice is inclusive.

The purpose of this scheme is to ensure that Eaton Bray Academy continues to seek to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

We will continue to identify existing pupils within the school, maintaining an information base on disability which is GDPR compliant. The information gathered will be analysed to ascertain how many disabled pupils are in school and which impairment groups are represented in school. The participation of disabled pupils in all areas of school life will also be monitored.

We will continue to seek to identify disabled staff, governors, parents and carers – although we appreciate that there is no legal obligation on them to disclose a disability. We will continue to seek to identify disabled users of the school and those who may wish to do so. In order to do this, we will endeavour to identify and then take account of the preferred means of communication of disabled pupils, staff, governors, parents and carers.

We have refined the information we gather on admission in order that disabled pupils and parent/carers are identified early, so that appropriate and reasonable adjustments can be made if necessary. Once disabled stakeholders have been identified we would hope to involve them in identifying priorities, identifying barriers and in reviewing the action plan. Information gathered from the disability database would ensure that



stakeholders with a diverse range of disabilities are represented and that their needs are met, for example, symbols and signing.

2 GATHERING INFORMATION ON EFFECT OF POLICIES

Gathering information and setting up a disability information database is a targeted priority in the action plan. The governing body and the Headteacher will carefully consider how this database will be set up, what information will be stored on it, and who will have access to the information.

Recruitment, development and retention of disabled employees

We are aware that there is no legal obligation to disclose a disability. We will discuss the advantages in school of increased awareness of disability in the workplace. Our main source of information would be confidential staff questionnaires.

Educational opportunities available to and achievements of the disabled pupils

A priority in the first year would be to gather information from existing sources about the pupils we have in school. This information would be analysed to see which impairment groups are/aren't represented. Admissions procedures will be amended to gather information on disabled pupils, and their parents.

Once all information has been identified, the school would consider how it monitors information from disabled pupils on responsibility held, satisfaction/enjoyment level in different activities, levels of behaviour and anxiety, areas of the curriculum which present particular challenges to them, or where they have restricted access, areas of the school where they have no or impeded access, aspiration/ambitions for the future, success of transition in and out of school, access to school trips, involvement in school and after school clubs.

Information on other disabled people using our school

In the first year of this scheme, the school will consider the most appropriate way to inform parents of the definition of disability, to explain why information on disability is being requested and to reassure parents/carers about the confidentiality of the disclosure. The school will then impart the above information and seek to gather information from



parents/carers of existing pupils, using their preferred means of communication.

The school will consider amending its admission procedures to include information on the disability/health conditions of new parents and carers. The school will consider how best to gain information from other stakeholders – these will include governors, other users of the school and other people who may wish to do so.

3 ASSESSING IMPACT OF POLICIES

- Currently all policies are timetabled for regular review. Policy writers will be asked to screen policies to ensure that they promote equality of opportunity for disabled people and do not inadvertently disadvantage them
- Staff and governors will be asked to scrutinise these policies for equality of opportunity for disabled people as part of their acceptance of them
- The school will seek ways to ensure that disabled people have opportunity to identify policies and practices which have an adverse effect on them
- If information gathered on other disabled people using our school results in formerly unrecognised access needs, the school will consider what it can reasonably do to address this need.

4 ACTION PLANS

The Action Plan sets out what actions Eaton Bray Academy will be taking over the next three years to meet the general duty to make practical improvements for disabled pupils and adults connected to or using the school. This will link with the Accessibility Plan.

The key areas identified in this action plan are:

- Devising information gathering mechanisms which are GDPR compliant
- Facilitating the involvement of disabled pupils and adults
- Continuing to consider the access of disabled pupils to the curriculum, the environment and information
- Making reasonable adjustments for disabled parent/carers and any who use the school, or may wish to do so.

On-going action for Disability Equality Scheme

PRIORITY (What we are hoping to achieve)	ACTION REQUIRED (Including necessary resources)	SUCCESS CRITERIA	TIMESCALE	RESPONSIBLE PERSONS
To inform all staff of the purpose and direction of the school's scheme	To hold an inset session for all staff to explain the scheme, how it works and the benefits to the school. To review the school Accessibility Plans	All staff are aware of how the school is going to meet its duty to promote disability equality for disabled pupils, staff and parents/carers and others who use the school, or who may want to do so.	Annually	Headteacher
To inform all governors of the purpose and direction of the school's scheme	To make governors aware of their responsibilities under this scheme	All governors are aware of how the school is going to meet its duty to promote disability equality for disabled pupils, staff and parents/carers and others who use the school, or who may want to do so. A governor with responsibility for inclusion is appointed.	Annually	Headteacher Governing Body
To identify present disabled pupils and the nature of their disability	Office staff to look through pupils admission details and identify disabled pupils.	All staff are made aware of children with disabilities in their care and the nature of these disabilities.	Ongoing	Office Staff

To identify new disabled pupils and the nature of their disability	To include questions on admission forms this will inform the school of any disabilities of new pupils.	All staff are made aware of children with disabilities in their care and the nature of these disabilities.	Ongoing	Office Staff
To identify new parents/carers who are disabled and the nature of their disability.	To include questions on admissions forms to inform the school of any disabilities. Staff will be made aware that parents do not have to answer these questions.	New parents/carers with disabilities are identified.	Ongoing	Office Staff
To gather information from new/existing staff on disabilities	A confidential questionnaire to be sent to all staff. Staff will be made aware that they are not legally bound to answer the questions although it is in their interest to do so.	Information about the disabilities of staff is received.	Ongoing	Headteacher
To develop an information base on disability	To set up an information base using the information we are given.	The school has an information base for all stakeholders.	Ongoing	Office Manager
To ensure the school continues to promote its positive attitude towards all stakeholders	The opinions of all stakeholders will be sought and actions taken where necessary.	All stakeholders are aware of the right of all to be treated with respect.	Ongoing	All adults in our school
To ensure that there are positive images of disabled people in school books and other materials.	To audit school stock and then act upon the findings of the audit.	School books and other material will have positive images of disabled people.	Ongoing	English Subject Leader

To publish the scheme and have a copy available for any one asking for it.	For the scheme to be published and available to all who ask for it.	The school possesses a published scheme.	Ongoing	Headteacher and office staff
To report annually on the scheme to the governing body	To report on the implementation of the action plan To report on the effect of the actions taken.	Staff and governing body fully informed of progress with scheme and actions for future years.	Ongoing	Headteacher and Governor responsible for inclusion