

**BOSWORTH ACADEMY
DISABILITY EQUALITY SCHEME**



Documentation Information			
Reviewed By	People and Stakeholders	Responsibility	People and Stakeholders
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Review Cycle	Bi-Annual	Ratified by FGB	10/03/16

Introduction

Duties under Part 5A of the DDA require the governing body to:

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

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

Duties in Part 4 of the DDA require the governing body to plan 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 which is provided in writing for pupils who are not disabled.

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

1.1 The purpose and direction of the school's scheme.

1.1.1 At Bosworth Academy, we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Bosworth Academy is consistently exceptional in its delivery of outcomes for young people in our community. Bosworth Academy is an unstoppable force for affecting social mobility.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- 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.

This scheme aims to set out how we will meet these general duties.

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- 1.1.3 This scheme *sits alongside* our Accessibility Plan which includes an Intimate Care Policy
- 1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.
- 1.2 The Involvement of Disabled Children and Young People, Staff and Parents**
- 1.2.1 In preparing this scheme, disabled people were involved in the following ways:
- Questionnaire to parent of disabled student
 - Discussion with parents of disabled students including VI students and a profoundly disabled student
- 1.2.2 In the longer term, disabled people will be involved in the following ways:
- *a consultative group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures*
 - *parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability*
 - *pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability*
 - *disabled staff have regular meetings with their line manager to discuss how the school can best enable them to work*
 - *children and young people with disabilities have regular meetings with their learning mentors to identify any perceived difficulties. Learning mentors make recommendations to the Headteacher/SENCO.*
- 1.2.3 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.
- 1.2.4 When seeking the views of disabled people, we use their preferred means of communication.
- 1.3 Gathering Information**
- 1.3.1 Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures and admission forms. Data protection legislation will be observed in sharing this information.
- 1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.
- 1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.
- 1.3.4 The information about disabled staff and pupils will be used to assess:
- the effect of our policies and practices on the recruitment, development and retention of disabled employees
 - the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

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1.3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 Information on staff will be analysed in respect of the representation of disabled people:

- *in all aspects of the work of the school, for example: teaching, teaching support, administrative support;*
- *at all levels of seniority in the school;*
- *amongst those awarded Teaching and Learning Responsibility Payments;*
- *as permanent or temporary members of staff, full- or part-time or casual staff;*
- *in training and professional development opportunities;*
- *in disciplinary and capability proceedings;*
- *in harassment and bullying procedures;*
- *as contract staff, for example: contract cleaners and agency supply teachers;*
- *among those who take sick leave;*
- *among trainee teachers on placement at the school; and*
- *among those leaving the profession early.*

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- *attract a wider field for recruitment, including disabled people*
- *retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;*
- *develop in-house expertise about what disabled staff and/or pupils may require;*
- *provide role models for children and young people;*
- *bring different life experiences and new skills to the school; and*
- *help foster good relations with all employees by showing that everyone is valued and treated fairly.*

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- *opportunities for disabled learners to take positions of responsibility;*
- *satisfaction and enjoyment levels across a range of school activities;*
- *aspirations and ambitions for the future;*
- *successful transition into the next stages of education, training or employment;*
- *access to school trips;*
- *involvement in after school clubs and activities;*
- *access to work experience placements;*
- *take up of careers advice.*
- *attainment and achievement of disabled learners*
- *exclusion rates of disabled learners*

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- *admissions of disabled learners*

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- *use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;*
- *ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;*
- *give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;*
- *give disabled parents preferential parking rights;*
- *ensure the needs of young carers are met;*

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- *the representation of disabled people on the governing body;*
- *the accessibility of meetings for disabled governors;*
- *the accessibility of other governors activities.*

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- *encourage community groups to ensure their activities are accessible;*
- *give due regard to disabled community users when revising school policies and procedures.*

1.4 Impact Assessment

1.4.1 In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review. (This analysis will be added as Appendix One)

1.4.4 A schedule will be written for the review of all policies over the lifetime of this scheme. (This schedule will be added as Appendix One)

1.4.5 Our disabled consultative group will be involved at a suitable point in the revision of these policies.

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- 1.4.6 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance. Practices with a high relevance will be take priority for assessment. The outcome of this assessment will be added as Appendix Two. Over the next three years, all practices will be assessed.

Practices assessed will include:

- *Recruitment practices*
- *Teaching approaches*
- *Classroom routines*
- *Registration routines*
- *Homework*
- *Office routines*
- *Communication with staff*
- *Communication with parents*

This list will be extended as further practices are identified.

- 1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.
- 1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:
- Referral to consultative group each on a regular basis every time a policy, procedure or practice is updated and every new development
- 1.4.9 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the First Action Plan

2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,
- the mapping of policies and practices and
- how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

2.1.2 The priorities for the school's scheme will in future be set in the light of:

- an examination of the information that the school has gathered;
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
- an assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination

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- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

2.1.5 Out action plan is included as Appendix Three.

2.2 Annual Reporting

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.

Disabled people will be involved in the process. This report will

- *form part of the governors' annual report*
- *be published in the school prospectus*
- *be published on the school website*

The person responsible for producing the Annual Report is Elaine Holloway SENCO

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each *Yearly* by Jennifer Hobden, SEN Governor. A checklist to aid governors is included as Appendix Four.

3.1.2 *The Action plan will be dovetailed with the School Development Plan and the Accessibility Plan in order to increase the effectiveness of these.*

3.1.3 The evaluation the effectiveness of our scheme will be reflected in our discussions with our school improvement partner and with Ofsted when the school is inspected.

3.1.4 As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

3.2 Publication of the Scheme

3.1.1 Our scheme will be published

- *on the school website;*
- *It will be available in paper format to anyone on request (a copy in Braille will be available on request)*

3.3 Reviewing and Revision of the Scheme

3.3.1 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 school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

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- 3.3.2 The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:
- involve disabled pupils, staff and parents; and
 - be based on information that the school has gathered.
- 3.3.3 The Scheme will be reviewed in 2018
- 3.3.4 Elaine Holloway, SENCO will be responsible for initiating the review of this scheme.