



Policy Title: Disability Access & Disability Access Plan
Sir Thomas Boughey Academy
Statutory

Drafted by:	J Daniel / C O'Connor
Date of approval by Trust Board:	8.1.18
Review Date:	Annually
Responsible for Day to Day Management:	SENCO
Responsible for Review:	SENCO

UNITED ENDEAVOUR TRUST
EQUALITY CHECKED

- This policy/procedure seeks to:
- Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between different groups
 - Foster good relationships between groups
 - Meet requirements under the Equality Duty
 - Set Equality objectives which are specific and measurable



CONTENTS

Introduction and definition	3
The Duty	4
Equality and Inclusion	5
What we do already	6
Impact and Learning opportunities	7
Employing, promoting and training disabled staff	8
Annual Plan	9
Clayton Hall Academy – site specifics	11
Equality Impact Assessment	12

1. Introduction

1.1 This policy is set in the context of the academy

1.2 Background Information

Definition of disability

The Disability Discrimination Act of 2010 defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The Disability Discrimination Act of 2010 has extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that 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 effect on his/her ability to carry out normal day-to-day activities.

A long-term effect of impairment is one:

- Which has lasted more than 12 months;
- Where the total for which it lasts is likely to be at least 12 months; or which is likely to last for the rest of the life of the person affected;
- A learner might require some support for a short period of time

For example:

- Mobility, getting around the academy, getting to and from academy, going on academy visits.
- Physical co-ordination, washing or dressing, taking part in P.E or games.
- Manual dexterity: holding a pen or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball.
- Ability to lift, carry or otherwise move everyday objects: carry a full academy bag or other fairly heavy items.
- Going to the toilet or controlling the need to go to the toilet.
- Speech: communicating with others or understanding what others are saying. How they express themselves orally or in writing.
- Hearing; hearing what people say in person by use of auditory aids.
- Visual: ability to see clearly (with spectacles/contact lenses where necessary) including any visual presentations in the classroom.
- Memory or ability to concentrate, learn or understand: work in academy including reading, writing, number work or understanding information.
- Perception of the risk of danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads.
- Difficulty caused by an underlying impairment or a condition.
- Impairment or condition lasting a year or more.

- Impairment or condition 'more than minor or trivial'.

1.3 We aim to enable all students including those with Additional Educational Needs, Special Educational Needs and/or disabilities, ethnic and ethnic minorities to have access to a broad and balanced curriculum by making reasonable adjustments to ensure that no pupil is placed at a substantial disadvantage. Our academy is committed to promoting equal opportunities for all students by making reasonable adjustments and removing barriers in all areas of academy life.

In particular, the achievement and participation of students with disabilities will be monitored and we will use this information to raise standards and ensure inclusive teaching.

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

Duties in Part 4 of the DDA require the Local Governing Body to 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.

2. The Duty

2.1 The Disability Discrimination Act of 2010 places a general duty on academies, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This general duty is also known as the Disability Equality Duty (DED).

2.2 A specific duty under the 2005 legislation requires all academies to produce a Disability Equality Scheme and an associated action plan covering a three year cycle. This is the substance of the rest of this document.

2.3 We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over a period of three years in relation to access to the curriculum, access to information for both students and their parents and access to the academy buildings, its facilities and amenities for all.

2.4 At United Endeavour Trust we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.

2.5 Aspects of the Plan are monitored by the Committees of the Local Governing Body who have curriculum and health and safety responsibilities and the outcomes are reported through minutes at the Local Governing Body Committee meetings.

2.6 Students with SEN and/or a disability are involved and consulted through Pupil Passport and the setting of new targets. Parents of statemented students and Learning Support Practitioners are consulted regularly and particularly at Annual Reviews and at times of transition. Any adjustments which are required to the scheme are actioned and the person responsible for co-ordinating this is the SENCO. There is an SEN Governor.

2.7 Students will be consulted, particularly through the Student Voice on Disability Issues.

2.8 The Multi-Academy Trust and Local Governing Body

Parents are well represented on the governing body which consults with parents/carers through direct letters, items within the weekly newsletter or by attendance at meetings with parents. Disability is not a bar to membership of the Governing Body where equality of opportunity is paramount.

2.9 Academy Facility Lettings

There are disabled parking spaces included on the car park. There are toilet facilities for the disabled in the main academy and in the community areas.

2.10 Contractors, Procurement and Catering

Staff employed through third parties are aware of academy policies in relation to the treatment of students, including harassment and bullying. Catering staff are aware who has food allergies (wheat, sugar etc.) and make necessary adjustments.

2.11 Equality and Inclusion

At United Endeavour Trust, we are committed to ensuring equality of opportunity for:

- students with disabilities in relation to education and associated services;
- staff with disabilities in relation to employment rights, conditions and opportunities;
- all parents and members of the local community with disabilities in relation to additional services offered by or at our academy.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our academies.

In particular, the achievement and participation of students and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

2.12 Reasonable Adjustments

We make reasonable adjustments in relation to teaching and learning and wider aspects of academy life to make sure that the educational environment is as accessible as possible.

Inclusion is not about everyone working on the same learning objectives as every other child in the class; it is essential that teachers track forward and back in order to best meet the needs of all students. A variety of teaching styles and approaches, taking account of the way in which children learn is the sign of an inclusive teacher. Children with learning difficulties may benefit from tasks that are relatively closed and structured. Children who present behavioural difficulties may benefit from opportunities for active and interactive learning, clear boundaries and the use of ICT. EAL children may benefit from visual approaches. More Able children will also benefit from reasonable adjustments and opportunities.

2.13 What do we do already?

- Work closely with LA Physiotherapy Service, Diabetic Nurse, Academy Nurse, Occupational Therapist, Visually Impaired Service, Hearing Impaired Service, Autism Outreach Team and SENSS.
- Staff are kept up to date via Pupil Support and/or Care plans; giving information relating to identified learners' needs.
- All staff are aware of training from outside agencies and INSET training is given. E.g. latest awareness relating to Level 1 Autism
- Regular updates and training in Swap Shops
- SEN Register is kept up to date
- Include medical lists as part of data collection
- Ensure information regarding identified medical conditions as displayed in staffroom in order that all staff can access the relevant information.
- SENCO collects information regarding identified learners in year 6 and communicates it effectively to staff at points of transition.
- Questionnaires given out at Parent Evenings/ coffee afternoons across both Key Stages requesting information about current provision of opportunities in academy.
- Arrangements for diabetics re blood sugar testing
- Training for all staff e.g. epilepsy, dyslexia, autism
- Training for identified staff to support children with diabetes and anaphylaxis
- PSHE curriculum
- Risk assessment re individual students with the involvement of parents
- Admissions policy statement
- Size of print adjustments to pupil needs
- Moving children closer to board or teacher where there are sight or sound enhancement
- Curriculum adjustments re attention spans by the introduction of physical activity
- Disabled access ramps in most areas
- Low access for wheelchair visitors to speak at Reception
- Large print prospectus and other documents available on request
- Use of coloured overlays for children they have been proven to be beneficial
- Coloured paper used for handouts instead of white for dyslexic children if appropriate
- Variation in learning styles and approaches to suit range of needs
- Adjustments for children who have worked out of the classroom for a period e.g. Beat Dyslexia
- Transference of what has been taught/learned in small language groups
- Change smart board background colour to benefit dyslexic students
- Writing frames
- Differentiate work for SEN children

- Make use of the Outreach Team for SEN children
- Specific exam arrangements for SEN children if need
- Books in academy with positive images of children and adults with disability
- Procedure for children with behavioural challenges attending academy trips/residential visits
- Procedures in place for children with medical problems attending residential trips
- Position in class for VI children near to whiteboard
- Access to private area for injections. Individual planned menu.
- Paired learning
- Short term employment from specialist tutors e.g. dyslexia assistants

We will continue to develop:

- Promoting positive images around the academy in display information
- To continue to audit the academy buildings to enable access and provide information to parents on request.

2.14 Impact

Monitoring of impact and comments from members and visitors are encouraged and any improvements or adjustments where practicable are actioned. The Learning Mentor is able to give feedback on any issues whereby access or attitudes need to be challenged or where information needs to be given to children through the SEAL or PSHE curriculum.

2.15 Existing and new policies and practices have a raised awareness as a result of the scheme on the needs of disabled people.

2.16 The termly tracking of the Academy Improvement Plan will incorporate the monitoring of priorities within the plan and will inform future plans or cause the adjustment of the existing plan as necessary.

2.17 The Anti-Bullying policy has a very clear procedure to follow in any case of bullying, including incidents related to disability. Please see the policy for further details.

2.18 Information, Performance and Evidence

Student Achievement – there are whole academy tracking systems in place, which track individual progress and attainment on a termly basis. This data will be used to identify the progress of all disabled children that are identified on the inclusion register.

2.19 Learning Opportunities

All children who have learning difficulties that have been identified as having a Special Educational Need will have a support plan (please see the SEN policy for the procedures in place for monitoring SEN progress and provision). At South Newcastle Federation we offer a wide range of extracurricular activities which are accessible to all those who wish to take part, all children are actively encouraged to take part in at least one after academy curricular activity. The attendance of these activities is closely monitored throughout the year.

2.20 Admissions, Transitions, Exclusions

The Disability Access Policy and Disability Scheme Action Plan clearly outlines how the academies are fulfilling their anticipatory duty in planning for the admission of students with disabilities.

2.21 Social Relationships

The United Endeavour Trust endeavours to sustain positive relationships between all students. We will ensure where possible that disabled students are represented in prominent positions within the academy and playing an important role in the public life, such as members of the academy council and taking an active role in academy, class and assemblies.

Raising awareness and understanding of disabilities within the academy community will also be a priority in order to promote positive relationships between all students.

Views on how disabled children feel about their social relationships within the academy will be collected on an annual basis to monitor improvements and suggest further improvements.

2.22 Employing, promoting and training disabled staff

All staff are employed under equal opportunities. The academy actively seeks every opportunity for disabled staff to further develop their career and be seen as a prominent person within the academy.

3.1 Annual Reporting

Each academy will on an annual basis, publish a report containing a summary of:

- The steps it has taken to fulfil its disability equality duty (the action plan); what it has done over the past year to eliminate discrimination and promote equality of opportunity;
- The results of information-gathering it has carried out – what evidence has been obtained and what it indicates;
- What the academy has done with the information gathered.

Each academy will revise the Disability Equality Scheme every two years. The revision will take into account the information gathered and what the information indicates as well as the areas to be focused on in the next three years.

The Disability Equality Scheme will be published as part of the academy prospectus.

Planned outcomes	Planned action	Timescale	Actioned by	Monitored by
Physical Access				
Facilities and site meet requirements of the Disability Discrimination Act 2010 and cater for all	Annual Local Authority accessibility audit	Annual and on-going	Premises Manager	Vice/Assistant Principal (Curriculum)
Emergency Access				
Disabled students and adults to be able to evacuate the building safely in a fire emergency	Personal emergency evacuation plans are in place for disabled students/staff List compiled of students/adults with alternative evacuation procedures Lift at not to be used	On admission and reviewed annually in September	Allocated Teaching Assistants Premises Manager	Vice/Assistant Principal (Curriculum) SENCO
During unavoidable closure all students and adults to be able to leave building safely	No student to leave without contact being made with an appropriate adult Students records and/or care plans checked and updated	Annual and on-going	Data collection Human Resources Manager	Vice/Assistant Principal (Pastoral)
Curriculum Access				
All students have access to a broad, balanced and relevant curriculum	Annual audit of curriculum via Scheme of Work scrutiny. Student Voice committee to assess physical accessibility of curriculum.	Annual – Autumn Term As per Student Voice schedule	Subject Leaders House Managers	Vice/Assistant Principal (Curriculum) Vice/ Assistant Principal (Pastoral)
All students have a differentiated curriculum that meets their individual needs	SEN students who have a EHC Plan, or are on the Code of Practice have a support plan that details the students' needs Lesson observations show teaching matched to individual needs.	As per individual annual review schedule.	Subject Leaders	Vice/Assistant Principal (Curriculum) SENCO

MEPs assist students with accessibility needs	Support plans reviewed Train teaching staff.	As per individual annual review schedule.	Allocated Teaching Assistants	SENCO Vice/Assistant Principal (Curriculum)
Curriculum celebrates diversity in terms of disabilities	Incorporate key events into curriculum planning- e.g. Paralympics/Disability awareness week	Curriculum mapping Assembly schedule	Subject Leaders	Vice/Assistant Principal (Curriculum)
Tracking of disabled student achievement identifies gaps in performance and intervention is provided to improve outcomes to ensure disabled students make 'good' progress	Annual examination reviews TAAP	Annual - Autumn Term	Subject Leaders Vice/Assistant Principal (Data & Intervention)	CEO Principals Governors
Transport supports disabled students	Disabled students complete travel plan on induction. Ensure companies provide accessible vehicles	On going Review each Summer Term	Allocated Teaching Assistants Finance Officer	Vice/Assistant Principal (Curriculum)
Access to information				
Identify disabled students, staff, and governors.	Electronic and paper based questionnaire	Annual and on-going	Data collection Human Resources Manager	Human Resources Manager SENCO
Student, staff, governor and parent/carer views on accessibility understood and incorporated where appropriate	Consult with students, staff, Governors and in the development of the Accessibility Plan.	Annually via Student Voice calendar	House Managers Human Resources Manager	Vice/Assistant Principal (Pastoral) Vice/Assistant Principal (Curriculum)
Newcastle, Clayton Hall and Sir Thomas Boughhey Academy websites are accessible for use by disabled people.	Review website Seek user feedback	On going	Media Coordinator	Principal

Correspondence is available in preferred format	Offer service to parents/carers via website House Managers are aware of parents/carers access needs and appropriate support provided when needed.	On going	Marketing Coordinator	Vice/Assistant Principal (Pastoral)
All students, staff, governors and parents/carers are aware of the Accessibility Plan	Raise awareness of Accessibility Plan via website/newsletter, induction, staff team meetings, student voice, Governors' Meetings.	Annually September training day As per calendared agenda via environment agenda Annually as per policy schedule	Marketing Coordinator Senior Teachers House Managers Link Governor	Vice/Assistant Principal (Pastoral) Vice/Assistant Principal (Curriculum)
Sir Thomas Boughey: Site specifics				
Access in and out of the lift from reception is clear.	Shelves and materials to be removed from exit.	Spring term 2018	Site staff	SENCo
Improve disabled changing facilities.	Lockers to be added to conference room disabled toilet. Quote for shower to be obtained.	Spring term 2018	Site staff	SENCo
Improve wheelchair access to reception area.	Install dropped section of counter.	Spring term 2018	Site staff	SENCo
Improve safety of pupils exiting the school.	Plan created to allow pupils to exit from upper school yard exit onto High Street.	Spring term 2018	Site staff/SLT	SLT/SENCo
Parents with poor literacy skills can access school information.	Audio files added to letters/prospectus/policies.	Autumn term 2018	Web technician	SENCo

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy							
Title of Policy	Accessibility Plan						
PART 1	Positive Impact – reducing inequalities						
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</p> <p>All students and staff will be protected from any form of discrimination due to their disability and will be given opportunities to access support if required.</p> <p>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</p> <p>No</p>						
Characteristics <small>Indicate areas of likely impact ☒</small>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">Promote equal opportunities</th> <th style="width: 16.6%;">Get rid of discrimination</th> <th style="width: 16.6%;">Get rid of harassment</th> <th style="width: 16.6%;">Promote good community relations</th> <th style="width: 16.6%;">Promote positive attitudes</th> <th style="width: 16.6%;">Promote/ protect human rights</th> </tr> </thead> </table>	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights		
D	✓	✓	✓	✓	✓		
GA							
P	✓	✓					
R							
R/B							
S							
SO							
A							
M/CP							
Equality Impact Assessment of UET Policy	Records						

Name of person responsible for policy	C O'Connor
Date of EIA of Policy	12.12.17

A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies

Equality Impact Assessment of UET Policy	Evidence
PART 2	
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>What is the evidence for your answers above? (list any quantitative and qualitative)</p> <ul style="list-style-type: none"> • No student has ever been refused a place in school due to their physical impairment. Level of support has allowed access to the curriculum. • Parents of students with disability are pleased with support that has been provided inside as well outside of the classroom. • We have worked closely with external agencies to support our students with physical, sensory, social and emotional as well as communication needs. • Governors via termly report

Equality Impact Assessment of UET Policy	Conclusion
PART 3	
Summary of findings	

Equality Impact Assessment of UET Policy	Next steps		
PART 4			
Category	Actions	Target Date	Person responsible

Next Steps – Action Plan			
Practical changes required to reduce adverse impact	Accessibility needs to be reviewed regularly to ensure full participation in the curriculum. This may have possible training needs for staff.	December 2018	CO
Monitoring and evaluation and Review (publish revised policy)	Governors via report		CO