

Promoting Ambition for Change

TEMPLE LEARNING ACADEMY



DISABILITY EQUALITY SCHEME

2016 - 2017

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This policy was adopted by the Governing Body of Temple Learning Academy

1.Introduction

1.1 Temple Learning Academy welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty to have due regard to the need to:

1.1.1 promote equality of opportunity between disabled and non-disabled people;

1.1.2 eliminate discrimination that is unlawful under the Disability Discrimination Act;

1.1.3 eliminate harassment of disabled persons that is related to their impairments;

1.1.4 promote positive attitudes towards disabled people;

1.1.5 encourage participation by disabled people in public life;

1.1.6 take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled learners, parents/carers and staff in all aspects of academy life.

2. School ethos, vision and values

2.1 At Temple Learning Academy we are committed to ensuring equality of education and opportunity for disabled learners, staff and all those receiving services from the academy. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in academy life. Our admissions policy does not discriminate against disabled learners.

2.2 The achievement of learners who are disabled 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 academy environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

2.3 This academy uses the "social model" of disability, as the basis for its work to improve equality for, and tackle discrimination against, disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

2.4 As an academy we are committed to the concept of equal opportunities. The ethos of our whole academy community is that "We value all and are responsible for all, we have high expectations for all and we aim to raise achievement for all" (Temple Learning Academy Equal Opportunities, Equality and Diversity Scheme)

3. Definition of Disability

3.1 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.

3.2 The Disability Discrimination Act 2005 has extended the definition of disability to include people with:

- HIV
- Multiple sclerosis from the point of diagnosis
- 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 effect on his/her ability to carry out normal day-to-day activities.

4. How disabled people have been involved in the Scheme

Temple Learning Academy recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have consulted disabled people in the following ways:

- Conducting home visits
- Listening to everyone's views in informal settings
- Discussing potential barriers and identifying how we can work collaboratively to overcome these

5. Disabled Learners

5.1 We will identify our disabled learners and make sure that wherever possible resources are in place to meet their individual needs.

5.2 We listen to, and act upon, any suggestions made by our disabled learners, their carers and outside agencies, as to their comfort and care.

6. Disabled staff

6.1 We will ask staff with disabilities to identify any barriers in the academy that affect them and how we can put in place strategies/resources to overcome them.

7. Disabled members of the local community

As a relatively new building we will ensure we are fully accessible and we are able to cater for all members of the local community. Our facilities will be suitable to meet all needs. Parents, carers, learners and the wider community will be regularly consulted and their opinions sought through questionnaires, consultation evenings and review days.

8. How we gather information on the effect of our policies and practices on disabled people

8.1 We recognise that our policies and practices may impact on disabled people and in particular on:

8.1.1 the recruitment, development and retention of disabled employees;

8.1.2 the educational opportunities available to, and the achievements of, disabled learners

9. Learner achievement

As an inclusive academy all our learners will be monitored and their achievements recorded. There will be involved in target setting procedures and the necessary strategies put in place in order for them to achieve their potential.

10. Learning opportunities

Appropriate targets to be set for all learners and monitored and reviewed on a regular basis. Appropriate support and links with outside agencies maintained to enable learners to participate in out of academy learning experiences. Learners will have opportunities for visits and out of academy activities along with able bodied learners and the necessary arrangements put in place.

11. Admissions, transitions and exclusions

We will be a totally inclusive and resourced academy and, therefore, all learners are welcome. An excellent transition programme is in place to ensure we are fully aware of any additional needs so that any adjustments can be made before the child starts at Temple Learning Academy. We will have a clear exclusions policy that applies to all learners implemented fairly and consistently for all learners and children with disabilities. In all situations we aim to keep learners in the academy wherever possible and will put in additional support and strategies in order to do so.

12. Social relationships

All our learners encouraged to take part in the academy and extended academy activities.

We will make any necessary adjustments/arrangements to make sure disabled learners can participate fully in these activities. Improvements will be shown by the increased number of disabled learners taking advantage of these opportunities.

13. Employing, promoting and training disabled staff:

All employees of Temple Learning Academy are appointed on their ability to carry out the requirements of the job description. Training to be made available to all staff to enhance their working practices, regardless of any disability.

14. How we will assess the impact of our policies

14.1 As an inclusive, resourced academy we will be aware of the changing needs of our disabled learners and take advice from parents/carers and professionals as to their care needs. We acquire extra resources and implement training, where necessary, to meet these needs and to ensure that disabled learners can participate as fully as possible in all in/out of school academy activities.

14.2 We recognise that all our academy's policies may have an impact on the participation and outcomes for disabled learners, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

15. Action Plan (Refer Single Equality Scheme and Policy)

15.1 We have produced a single equality scheme action plan (See Single Equality Scheme and policy) which incorporates general and specific duties under the Disability Equality Duty.

15.2 Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

16. Reporting

16.1 Governors will review this Disability Equality Scheme annually. We will report annually on the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

16.1.1 information we have gathered during the year;

16.1.2 how this information was used;

16.1.3 action points completed during the year and those that are ongoing.

16.2 We will ensure that disabled people are involved in this process.

17. Revisiting the Scheme

Our scheme will be reviewed and revised (evaluated) after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced (Appendix A), responding to issues identified through our impact assessment and included in our annual reports.