



Archbishop Temple School

A Church of England Specialist College

DISABILITY & EQUALITY POLICY

Date Agreed : June 2020

To Be Reviewed : June 2021

Name of Policy: Disability & Equality Policy

Sub-Committee Responsible: Governors' Pastoral, Community & Chaplaincy (PCC) Committee

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Mission Statement:

Purpose

Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

1 Scope

- 1.1 This Disability Equality Scheme (the **Scheme**) applies to all pupils at Archbishop Temple School, parents and carers of pupils, staff, governors and disabled people who use the school or who may want to use the school. The Scheme is published on the school's website and is available on request. This Scheme applies between June 2018 and June 2019.

2 Aims of this scheme

- 2.1 The aims of this Scheme are to ensure that the School complies with its duties under the Special Educational Needs and Disability Act 2001 (**SENDA**) and Part 6 of the Equality Act 2010 (the **Act**), including the public sector equality duty set out in section 149 of the Act. The School is required to have due regard to:
- 2.1.1 The need to eliminate discrimination that is unlawful under the Act;
 - 2.1.2 The need to eliminate harassment of disabled persons that is related to their disabilities;
 - 2.1.3 The need to promote equality of opportunity between disabled persons and other persons;
 - 2.1.4 The need to take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons;
 - 2.1.5 The need to promote positive attitudes towards disabled persons; and
 - 2.1.6 The need to encourage participation by disabled persons in public life.

Scheme statement

- 2.2 The School will:
- continue its commitment to be a selective school in respect of the admissions criteria whilst recognising its duties under the Equality Act 2010 in respect of persons with disabilities
 - maintain and drive a positive culture towards inclusion of disabled people in all the activities of the School and especially in the development of this Scheme
 - Train staff to understand the differing types of disabilities and how to deal with employees and pupils who are disabled. Staff will not be expected, unless medically qualified or specifically trained to do so, or it forms part of their job description, to administer medication
 - adopt user-friendly procedures for considering admissions from parents of disabled children, being prepared to make all reasonable adjustments in the admissions process and other processes where appropriate
 - implement and review the Accessibility Plan with the aim of increasing the accessibility of the School's curriculum, and to improve the physical environment of the School and to improve access to information for our employees, pupils, prospective pupils and parents / guardians
 - keep under review the School's admission policy, equal opportunities and anti-bullying policies in line with the relevant legislation.

3 Disability: a definition

3.1 A disability is a "*physical or mental impairment which has a substantial and long-term, adverse effect on ability to carry out normal day-to-day activity*" (Equality Act 2010).

3.2 By way of further explanation:

3.2.1 Physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones.

3.2.2 A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness.

3.2.3 Long-term means a period of 12 months or longer.

3.2.4 An "adverse effect on day-to-day activity" means having a "significant and material" effect on the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift carry or move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, and perception of the risk of physical dangers.

3.3 Case law indicates that "significant and material" means "more than minor or trivial".

3.4 Other disabilities which may amount to disability include:

- severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
- progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity
- a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
- a history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness.

3.5 Disability does not include:

- hay fever sufferers
- a person with anti-social tendencies such as paedophilia
- a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- a person who is addicted to nicotine, alcohol and other non-prescribed substances.

4 Disability discrimination

4.1 We will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability.

4.2 We will not knowingly discriminate against a person on the grounds of disability:

- in the arrangements for determining admission or employment procedures
- in the terms on which a place at the School is offered
- by refusing or deliberately omitting to accept an application for admission or employment
- in the provision of education and associated services
- by excluding a person on the grounds of their disability
- by victimising a person with a disability
- by harassing a person with a disability
- by failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

5 Admission procedure for pupils

5.1 The School will be open to applications from any prospective pupil with a physical and / or mental impairment. The School will treat every application from a disabled pupil in a fair, open-minded way.

6 Education and associated services

6.1 The School has an on-going duty to make reasonable adjustments in respect of the education and associated services provided. This is a broad expression that covers all aspects of School life. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to School facilities
- sports
- School policies
- breaks and lunchtimes
- School meals
- assessment and examination arrangements
- School discipline and sanctions
- exclusion procedures
- School clubs, educational visits and other activities
- Preparation of pupils for the next phase of education.

7 Reasonable adjustments for pupils

7.1 The School is legally required to make "reasonable adjustments" in order to cater for a child's disability. The School is not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the School.

7.2 The School shall inform the pupils and parents of the reasonable adjustments that the School is legally required to make for that pupil, which may typically include:

- allowing extra time for a dyslexic child to complete an assessment or exam
- providing examination papers in larger print for a child with a visual impairment
- rearranging the timetable to allow a student to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

7.3 The School is not legally required to make adjustments which include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library
- auxiliary aids and services such as a loop for children with hearing aids
- large LCD screen computers and disability trained classroom assistants.

8 Information gathering

8.1 The School will look at various measures to ensure the effectiveness of this policy e.g. during performance management interviews and in the course of our equal opportunities monitoring.

8.2 Here are various mechanisms for gathering information on the effect of policies and procedures on the educational opportunities available to, and on the achievements of disabled pupils. These include monitoring attainment, participation and behaviour / sanctions / rewards

9 Equality impact assessment

9.1 The School will assess the impact of the Disability Equality Scheme by taking into account:

- 9.1.1 the number of complaints;
- 9.1.2 the number of bullying incidents;
- 9.1.3 the number of pupils with disabilities at the School;
- 9.1.4 feedback from disabled parents, staff, pupils and governors;
- 9.1.5 attainment of pupils with disabilities;
- 9.1.6 the number of staff and the success of staff with disabilities.

10 Reporting and review

10.1 The Headteacher will report annually to the governors as to the progress that has been made on the action plan and the effect of the action taken.

10.2 The Governors will review the Scheme annually and will publish a revised Scheme

11 Accessibility plans

11.1 The School has prepared an Accessibility Plan (the **Plan**) which is available, on request, to all parents and staff.

11.2 The Accessibility Plan includes consideration of how the School proposes to:

- increase the extent to which disabled pupils can participate in the School's curriculum
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated service
- improve the delivery to disabled pupils of information which is readily accessible to students who are not disabled.

11.3 The Plan will be reviewed every year, to ensure that the Plan is up-to-date and covers all aspects of School life.