

**Disability Equality Scheme
and Accessibility Action Plan**

2019 - 2021

**Kennington Park
Academy**



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1. STARTING POINT

1.1 The Purpose and Direction of KPA's Scheme and Accessibility Action Plan

Mission Statement

At Kennington Park Academy (KPA) we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from KPA. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that KPA environment is as accessible as possible. At KPA, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Educational Philosophy

We believe that all members of KPA are valued and respected as individuals. Our belief in the value of each individual leads us to ensure that each student is educated appropriately and members of staff granted equal opportunities regardless of ability, gender, race or disability.

KPA recognises that it has a duty to ensure that all disabled people who enter KPA site have a right to be treated in a fair and equitable way, be they students, parents, carers, staff or visitors. In order to do this, we accept that we have a duty to consult with disabled students, parents and staff as well as recognised representative organisations and the local authority, in order to develop our facilities to meet the needs of all.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 (DDA):

"A disabled person is a person with a physical or mental impairment which has **substantial, long-term and adverse** affect on their ability to carry out normal day-to-day activities. It also includes people with cancer, HIV, multiple sclerosis from the point of diagnosis and also people with severe disfigurement."

This definition may include pupils with a statement for SEN or an Education Health Care Plan but there may be disabled pupils who do not have these and would not require additional educational support but have rights under the new legislation.

In accordance with the Disability Discrimination Act (1995), we recognise the definition of a disabled person as someone who has:

The test of whether impairment affects normal day to day activity is whether 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
- Perception of risk or physical danger'

As we are an Alternative Education Provision, all of our pupils are on the SEN register, either having undergone statutory assessment or have an SEN Support Plan. All of our pupils have

social, emotional needs and presenting behaviours and some of our pupils also have learning difficulties, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactive Disorder (ADHD), Oppositional Defiance Disorder (ODD), Dispraxia and Complex Language Difficulties etc.

Some of our pupils and staff may also have hearing or vision impairments. Whilst some of our pupils reintegrate successfully back into mainstream schools, some of our pupils require specialist provision in order to have their needs met and the Local Authority are responsible for placing these children in appropriate provision.

We aim to provide individual support for all of our pupils, regardless of their special educational needs and the KPA staff are fully committed to providing equal opportunities for **all** of the pupils referred to our specialist provision.

1.2. Consultation

We consult with the following:

- The parents of disabled children who would like to come to Kennington Park Academy to identify particular needs and to ensure that, where possible, these could be met.
- The parents of disabled students who have entered KPA and the students themselves to ensure that all of their needs are being met.
- Officers of The Parallel Learning trust
- London Borough of Lambeth in order to ensure that as facilities are developed they meet the requirements of the DDA
- Property Services consultants in order to ensure that any modification of the buildings attempted does not contravene legislation to protect any students, staff or visitors to KPA.
- Schools to which pupils from KPA are reintegrating.

KPA will continue to use these mechanisms for consultation in the future but will also seek to widen the spectrum of those consulted, specifically:

- Collect and collate the views of disabled students.
- To include in student, parent and staff surveys questions about access to the curriculum and the facilities by the disabled.

1.3. Information gathering

KPA has collected information on:

- Students with disabilities at Kennington Park Academy through parental/carer contact with the Head Teacher at point of entry to KPA.
- Staff with disabilities at point of entry to KPA through completion of the Postal Employment Health Questionnaire.
- Views of parents and students through end of year questionnaires.

This information has then been acted upon.

We will seek to improve this practice through:

- Providing a simple definition of 'disability' from the DDA and make this available to students, parents/carers and staff, encouraging disclosure by being clear about why the information is required and the impact it is intended to have. Above all, we will stress the confidential nature of this disclosure.

- Collating all of the information accrued and using it to shape the annual revision of our accessibility and equality plans.

a. Recruitment, Development and Retention of disabled employees

i. Recruitment of Staff

- KPA follows London Borough of Lambeth procedures in the recruitment of teaching and support staff to ensure equality of opportunity.
- KPA will request disclosure of disability information which will then be logged within school on appointment.

ii. Development of Staff

- From January 2010, KPA will analyse the information in respect of the representation of disabled staff:
 - in all aspects of the work of KPA, for example: teaching, teaching support, administrative support;
 - at all levels of seniority in KPA;
 - 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;
 - among those who take sick leave;
 - among those leaving the profession early.

iii. Retention of Staff

In order to retain disabled staff, the annual revision of the Disability Equality Scheme Each disabled member of staff leaving KPA will be consulted annually and may be asked to complete an exit survey on whether KPA has met their needs and whether it is a disabled friendly place to work which encourages diversity in its workforce.

Educational opportunities available to and the achievements of disabled students

KPA will collect and collate information on:

- how many disabled students are in KPA
- which impairment groups are represented in KPA

In developing KPA improvement plan, the Leadership Team will consider whether:

- There are areas of the curriculum to which disabled pupils have limited or no access.
- Disability issues are reflected adequately in the PSHE curriculum;
- Disabled pupils participate in extra-curricular activities.
- there are parts of KPA to which disabled pupils have limited or no access at the moment, or whether physical features of KPA environment hamper access to the whole life of KPA;
- Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others;
- Access to information is planned, with a range of different formats available for disabled pupils; and
- Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal

care, the presence or lack of role models or images of disabled people, in effect, all KPA's policies and procedures, written and unwritten.

The achievements of disabled students will be analysed in detail including:

- End of key stage outcomes;
- Achievements in extra-curricular activities; and
- Broader outcomes such as those set out in *Every Child Matters*.

c. Information on disabled parents, carers and others using KPA

From January 2010, KPA has:

- Ask about any disability or health condition in early communications with new parents and carers.
- For parents and carers of children already at KPA, collect information on disability as part of a survey of parents' views.

The development of the database outlined above will be the responsibility of the SENCO.

1.4. Impact Assessment

As part of KPA's self-review processes the leadership team will assess the impact of the Disability Equality Scheme and revise it accordingly for the forthcoming academic year.

The main mechanisms which KPA will use to reach judgements will be:

- Issues identified through surveys of children, staff and parents.
- Quantitative data on the achievements of disabled students.

2. Disability Equality Scheme: Kennington Park Academy: Priorities

a. Promoting Equality of Opportunity

- KPA will research the information available on disability and the legal protection which the DDA/LA policies offer in order to improve the involvement of disabled students, staff and parents and to promote equality of opportunity.
- KPA will continue to develop its facilities in light of the DDA to promote equality of opportunity.

b. Eliminating discrimination

- SENDCO will continue to work with staff in order to help them understand further the specific needs of identified students who have disabilities.
- Parent/carer views will be sought on whether KPA is disability friendly for their needs in invitations to events and improvements will be subsequently introduced.

c. Eliminating harassment

- KPA has an anti-bullying policy which was co-written with the student council. This will be reviewed to ensure that it covers disability-related harassment.
- The staff Harassment Procedures will be reviewed to ensure they address disability-related harassment which may occur between staff. The views of professional associations will be canvassed upon this.

d. Promoting positive attitudes

- KPA will develop its teaching and learning policy to ensure that:
 - Teachers and teaching assistants give disabled pupils the opportunity to express their views and show that they value these contributions.
 - Curriculum activities and materials are sufficiently varied and differentiated to meet the needs of individual students within classrooms.

- The PSHE programme will be reviewed in order to ensure that issues of disability are discussed in a positive way and that negative preconceptions are challenged.

e. Encouraging participation

- KPA will seek to ensure that disabled students are represented in all areas of school life and hold positions of responsibility. Disabled students and staff will be encouraged, through annual surveys as well as discussions, to identify barriers to participation. It will then be the responsibility of the Leadership Team to ensure that these are removed.

f. Taking steps to meet disabled people's needs

KPA will make reasonable adjustments that are designed to take account of pupils' disabilities and may involve more favourable treatment. In meeting this element of the general duty KPA will need to ensure that its scheme builds these 'more favourable' considerations into KPA's policies and practices and that they have considered the needs of disabled pupils, staff and parents. Specific measures will be identified in KPA's Improvement Plan.

3. MAKING IT HAPPEN

3.1 Implementation

The information gathered and the decisions made taking into account this information will inform KPA's Improvement Plan and Accessibility Plan.

3.2 Publication

The Disability Equality Scheme will be published and available as a hard copy, available to anyone who might request it. It will be revised biannually.

3.3 Reporting

KPA will report on progress made with the Disability Equality Scheme on an annual basis, in line with other self-review procedures. The SEF and school improvement plan will be amended accordingly.

3.4 Reviewing and revising the scheme

The Disability Equality Scheme will be reviewed on an annual basis.

4. Check list for staff and the Management Committee

- ✓ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- ✓ Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- ✓ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- ✓ Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- ✓ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in annual events to raise awareness of disability?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are school meetings and other events which parents or carers attend held in an accessible part of the school?
- ✓ Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- ✓ Are procedures for the appointment of parent members in the Local Governing Body open to candidates and voters who are disabled?

5. Action Plan

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2015-17							
Consultation	Information gathering	Provide a simple definition of 'disability' and make this available to students, parents/carers and staff, encouraging disclosure by being clear about why the information is required and the impact it is intended to have.	Definition displayed for parents/staff with a named person as the contact point for gathering information.	Termly staff meeting reminder		January 2011	On-going
2015-17							
Consultation	Retention of Staff	In order to retain disabled staff, the annual revision of the Disability Equality Scheme Each disabled member of staff leaving KPA will be consulted annually and be asked to complete an exit survey on whether KPA has met their needs and whether it is a disabled friendly place to work which encourages diversity in its workforce.	Survey will be created and given to all leaving staff.	Whenever staff leave through exit interviews.		September 2010	On-going

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2015-17							
Information Gathering	Information on disabled parents, carers and others using KPA	KPA will: Ask about any disability or health condition in early communications with new parents and carers.	Through the termly meetings with parents regarding the SEN Support Plans.	Termly		September 2015	On-going
2015-17							
Impact Assessment	Promoting positive attitudes	The PSHE programme will be reviewed in order to ensure that issues of disability are discussed in a positive way and that negative preconceptions are challenged. Disability issues discussed in assemblies.		Through review of the PSHE planning and assembly records.	PSHE Coordinator	Sept. 2010	On-Going

6. Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Members of the management committee and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact:

Anne Sturman – Head Teacher – January 2019

Policy to be reviewed September 2021.