

Disability Equality Scheme

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We welcome our responsibilities under the Disability Discrimination Act (DDA) to promote equality of opportunity between disabled and non-disabled people and The Disability Equality Duty (The Duty), applied to DDA in 2005, which requires Academies to take a proactive approach to promoting disability equality and eliminating discrimination. We believe a disabled person is 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.' (DDA 2005)

The Disability Equality Duty (DED)

The Disability Discrimination Act 2005 (DDA) 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. (DDA 1995, Part 1, Par 1.1)

This covers the following categories:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

The DDA 2005 has also 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- recognized", 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.

The Duty

The Disability Discrimination Act 2005 places a general duty on Academies, who need to have due regard for the following when carrying out their functions:

- 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 favorable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by Academies.

Academy Ethos, Vision and Values

At Wandle Valley Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the Academy. We aim to continue to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in Academy life. In this scheme we acknowledge that disability is a consequence of barriers that prevent many people from maximum participation in society. Our commitment is to remove these barriers. We recognize that promoting equality for all will improve access for everyone. Our aim, therefore, is to make equality a central part of the way we work by putting it at the Centre of policy making, practices, procedures and employment practice.

Procedure

The following strategy has been devised to fully integrate disabled people into this Academy.

Needs Analysis	<ul style="list-style-type: none"> • We regularly undertake a needs analysis to identify points about the Academy buildings plus other issues that need to be taken into account.
Academy Curriculum	<ul style="list-style-type: none"> • We work to identify opportunities to increase the extent to which disabled pupils can fully participate in curriculum that the Academy provides.
Physical Environment	<ul style="list-style-type: none"> • We work to identify needed improvements to the physical environment of the Academy that will increase the extent to which disabled people can have access to the education and other services that this Academy offers.
Written Information	<ul style="list-style-type: none"> • We are aware of utilizing various ways of communicating written information to disabled people and adapting these to meet individual needs.
Promoting Understanding	<ul style="list-style-type: none"> • We help pupils to recognise, understand and learn how to treat people with disabilities by: <ul style="list-style-type: none"> ▪ identifying different kinds of disabilities ▪ visualizing what it might feel like to be disabled ▪ supporting and interacting with disabled people ▪ empathising

Links with Parents	<p>The Academy recognizes that the involvement of disabled pupils, parents and members of the Academy community who use the Academy facilities is essential. We will aim to gain their involvement through, e.g:</p> <ul style="list-style-type: none"> ▪ newsletters ▪ information letters ▪ Academy website ▪ annual pupil reports ▪ termly parent-teacher consultations ▪ Achievement evenings ▪ Fundraising events
Accessibility Plan	<p>The Academy is committed to undertake a full review of the Accessibility Plan as part of the Disability Equality Scheme. The review will focus on the three areas of curriculum, environment and provision of information. The Disability Equality Scheme sets out the proposals of the Advisory Board of this Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:</p> <ul style="list-style-type: none"> • Increasing the extent to which disabled pupils can participate in the Academy curriculum • Improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services. • Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.
Staff Training	<ul style="list-style-type: none"> • We have an ongoing staff training programme for all staff.
Monitoring	<ul style="list-style-type: none"> • We believe this scheme will be effective only if we ensure consistency across the Academy by regular monitoring.