



Disability Equality Scheme

Cedars Academy Trust

3 year period of plan: Dec 2019 – Dec 2022

1 Vision, Values and Ethos

*Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially **fit for life***

Cedars Academy is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- ❖ Pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- ❖ Positive relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- ❖ Co-operation to develop the abilities of pupils to contribute as members of groups and recognising their responsibilities.
- ❖ Self-discipline so that pupils understand the need of high standards of behaviour and to develop responsibility towards people and property.

2 The legal context

The 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish a disability equality scheme. It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

'A physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This definition covers a wide range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are likely to amount to a disability only if the effect is on a person's ability to carry out normal day-to-day activities. *See Appendix D for a list of impairments that would affect normal day-to-day activities.*

The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

Part 4 of the DDA requires that the governing body increases access to education for disabled pupils. Our school has produced, with this scheme, an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in the curriculum; accessing the building and services and delivery of information to pupil and adults.

3 Involvement of pupils, staff, parents/carers, governors, agencies and service providers

A working group representing the views of disabled people are fulfilling our statutory duty to involve disabled people in the production of this disability equality scheme (DES). This group consists of Mr Flowers (Headteacher), Maria Hall (Governor) Joe McCabe (Governor, Teaching Assistant) and Gill Morton (Chair Governors, Parent).

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the school provision. *See Appendix B.* From the Annual Review or EHCP we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we acknowledge their feelings and respond to their views.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments.

We will seek to record views of external agencies, voluntary groups and services we procure to inform our disability equality scheme and make any necessary adjustments.

An annual report, identifying priorities for school action, will be provided by the working group and passed on to the governing body.

4 Information gathering in relation to the recruitment, development and retention of disabled employees

Cedars Academy will follow local authority guidance on the collection of information on disabled employees and the recruitment of new staff. The local authority human resources database has a record of those staff that has indicated whether they have a disability. Other information in school will be analysed to ensure that there is no discriminatory practice and will take into account the following: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff that voluntarily provides information will be assured that it is used confidentially to inform working practices and conditions.

5 The educational opportunities available to and achievements of disabled pupils

The school maintains a pupil tracking system, which provides current data on pupil attainment and achievement. This system also provides specific information on pupil disability and attainment. Pupils with a disability will be registered on admission to Cedars Academy. Information will be collected through the transfer of records from previous schools, the local authority and parents to ascertain pupil needs and levels of attainment and achievement in order that consideration is given to provision and access to curriculum. Further detail is available in our school's SEN and Admissions Policies.

In order that pupils have full access to the curriculum the school will prioritise aspects of the school Accessibility Plan so that pupils with a disability are ensured greater participation in the curriculum.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

The following questions would be considered to identify priorities:

- Are there areas of the curriculum to which a disabled pupil has limited or no access?
- Are pupils fully participating in extra-curricular activities?
- How are we addressing those areas of the school building that are not accessible to disabled pupils, staff or other?
- What forms of communication can we provide for pupils and adults?
- Does our written information allow greater access to the curriculum and information on our school?
- Are we monitoring policies and practice? E.g. administration of medicines, staff development on inclusion areas, incidents that may affect disabled pupils

6 Impact, reviewing and reporting our scheme

The scheme will be monitored by the governing body and will be reviewed annually with the SEN policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability
- Current pupils, staffing and others who are registered with a disability
- A record of the progress made against the school Accessibility Plan
- Adjustments that are to be considered in the school SEN policy which would cover staffing and provision
- Priorities that would be included in the school's SEF and improvement plan

Governors receive an annual report on the school's DES. A summary of the scheme priorities are in the school prospectus and our website. *See Appendix C for further questions that may be used by the governing body to assess the quality of the scheme.*

UNCRC Reference: Article 23