

# ERCALL WOOD ACADEMY

## JOINT DISABILITY EQUALITY SCHEME AND ACCESSIBILITY

### PLAN Sep 2024

Ercall Wood Academy is committed to ensuring equal treatment of all its students, employees and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favorably in any procedures, practices or service delivery. We will continue to develop a culture of inclusion and diversity in which disabled people can participate fully in academy life.

#### DEFINITION OF DISABILITY

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Disability Discrimination Act 2005 amends the definition of disability, removing the requirement that a mental illness should be 'clinically well-recognised'.

People with HIV, cancer and multiple sclerosis will be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day-to-day activities.

The SEND and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover education. Since September 2002 the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled students less favorably for a reason related to their disability
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students.

This plan sets out the aims of the Governing Body of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA and to fulfil its general duties under the same Act towards staff and other service users.

## ACADEMY DATA

The Academy currently has 216 students on the Special Needs Register.

Level of Need			
Year Group	EHCP (E)	K Support (K)	Total
7	7	35	42
8	3	35	38
9	3	36	39
10	3	43	46
11	8	41	49
<b>Total</b>	<b>24</b>	<b>190</b>	<b>214</b>

Area of Need				
Year Group	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and Physical (S&P)	Social, Emotional, Mental Health (SEMH)
7	9	20	5	8
8	5	19	7	7
9	6	24	3	6
10	12	18	6	10
11	10	21	3	16
<b>Total</b>	<b>42</b>	<b>102</b>	<b>23</b>	<b>47</b>

## GENERAL DUTIES

The general duty builds upon the duties of the Disability Discrimination Act 1995 including the duty to make reasonable adjustments to make sure disabled people are not placed at a disadvantage.

For students this includes:

- Increasing the extent to which disabled student can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information, this is provided in writing for students who are not disabled such as the provision of Braille where appropriate.

The academy follows guidance from the SEN and Disability Act 2001. The academy does not discriminate against disabled children in their admission arrangements, and we take reasonable steps to ensure that the children are not placed at a substantial disadvantage to those who are not disabled. Staff aim to enable the fullest possible participation of students with disabilities or particular needs in all subjects, making provision, where necessary, to facilitate access to activities. Advice and support are sought from external specialists where it is required

The academy policies, procedures and practices reflect the academy aim to give all children, regardless of gender, race, culture or disability, equal access to all experiences and opportunities. On admission of a disabled student, Ercall Wood consider the following:

- Academy policies, procedures and practices relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, timetabling, the administration of medicines
- The physical environment of the school
- The curriculum
- The ways in which information is provided for disabled students
- The priorities currently set in other plans, particularly the Academy Development

Plan

At Ercall Wood Academy we aim to meet our specific duty in the following ways:

- Involvement of disabled people in developing the scheme
- Developing a voice for disabled students, staff and parents/carers
- Encouraging participation in public life by disabled people
- Eliminating harassment and bullying
- Promoting positive attitudes towards disabled people
- Removing barriers
- Assessment of impact
- Working with our Governing Body
- Collecting disability data to inform our future planning
- Reviewing and monitoring how we meet our statutory duties.

The views and aspirations of all stakeholders are sought through the Academy's existing systems such as student voice activities, immersion work and working with the SENCO and other staff. Governors have been consulted over this plan. Parents, carers, students and wider stakeholder views are sought to amend the plan as necessary.

The plan will be reviewed annually to assess the impact on disabled people. A report will be made to the governing board as appropriate.

## SPECIFIC DUTY

**INVOLVEMENT OF DISABLED PEOPLE IN DEVELOPING THE PLAN** Ercall Wood Academy will consult with disabled students, staff, parents, carers and service users in the ongoing development of the Disability Equality Scheme and Accessibility Plan by:

- IEP and Annual Reviews with SEND students/parents
- Analysis of available school disability data
- Meeting with parents/carers at consultation evenings

**DEVELOPING A VOICE FOR DISABLED STUDENTS, STAFF AND PARENTS/CARERS** Ercall Wood Academy will continue to develop opportunities for disabled students, staff and parents/carers by:

- Including students and parents/carers in review meetings
- Use of the school council
- Involvement of the governing body
- Through the curriculum including PSHE

**ENCOURAGING PARTICIPATION IN PUBLIC LIFE BY DISABLED PEOPLE** Ercall Wood Academy ensures that disabled students, staff, parents and carers are represented and encouraged to participate in:

- Drama and Music Performances
- Sports Activities
- School Council
- Extra-curricular activities

Disabled students are included fully in school life. Risk assessments will be completed as appropriate to ensure the safety of all participants in any activity.

**ELIMINATING HARASSMENT AND BULLYING** Ercall Wood Academy has a clear policy on anti-bullying. People who feel they have experienced disability discrimination whilst part of the Academy community should make a complaint through the usual complaint's procedure. We have Grievance and Disciplinary procedures in place and a policy on dealing with of harassment relating to employees. We will take all complaints seriously and will not tolerate any form of discriminatory behaviour.

**PROMOTING POSITIVE ATTITUDES TOWARDS DISABLED PEOPLE** Ercall Wood Academy promotes positive attitudes towards disabled people by:

- Ensuring displays and resources reflect diversity
- Staff taking IEP's into account in all areas of school life
- Use of outside agencies to support training
- Suitable use of the curriculum to positively promote difference

## REMOVING BARRIERS

Ercall Wood Academy removes barriers by:

- Ensuring that risk assessments enable disabled students to attend educational visits, as far as reasonably practicable. Additional staff may be allocated to accompany students with disabilities to secure participation.
- Ensuring that the curriculum meets the need of all students through adaptation of resources and techniques or through the use of specialist resources. This may include specialist ICT packages.
- Availability of all text-based information in a different form where required, e.g. Braille, large text both for students and for parents and carers e.g. communication home. School publications such as the prospectus and newsletters will be in a clear font and available to be amended as appropriate.
- Including increased provision of disabled access in all future building plans. This will include toilets, changing rooms, suitable lighting and signage, ramps and lifts.
- Provision of specialist furniture where necessary.
- All appropriate staff are made aware of information specific to the students they come into contact with.
- Strong links exist with external partners to utilize their expertise and support where appropriate e.g. at IEP/Annual Review meetings.
- Events for parents/carers such as presentation and parent's evenings are held in fully accessible parts of the school.

**IMPACT ASSESSMENT** Ercall Wood Academy will undertake Impact Assessments by using existing procedures for reviewing the provision for disabled students e.g. IEP/Annual Reviews.

**THE GOVERNING BODY** Governors meetings will be held in locations that are accessible to disabled people when the need arises.

Parents and students are made aware of how the Governing Body contributes to school life through the school website and communication with stakeholders.

**DISABILITY DATA.** Ercall Wood Academy currently collects the following disability data:

1. For all students, including those with additional needs:-

- Admission forms (medical details)
- Home and contact details

2. For students with additional needs:-

- SEN IEP/Annual Reviews
- SEN Register
- Level of need
- Area of need
- Integration of disabled students including access into the curriculum

3. For staff:-

- The total number of disabled staff
- Number of appointments of disabled staff
- Applications from disabled people.

**REVIEWING AND MONITORING** The above data is reported on an annual basis to the governing body and other bodies such as the Local Authority on request.