



Armthorpe  
Academy  
*Enriching Lives, Inspiring Ambitions*

# Disability Equality Plan Policy

January 2018

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Consilium  
Academies

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Armthorpe Academy is pleased to publish their Disability Equality Plan.

The Academy works to ensure that it meets its current statutory duties and does not unlawfully discriminate against students because of their: sex, race, disability, religion or belief, or sexual orientation. Furthermore, it is important to note that protection against discrimination is now extended to students who are pregnant, or have recently given birth, or who are undergoing gender reassignment.

Exclusions Policy September 2020/2021

Achieving disability equality lies at the heart of our core objectives and values. We aim to continue to build upon our culture of inclusion and diversity, where individuals feel free to disclose their disability and are supported to fully participate in school life. We recognise that promoting equality for all will improve access for everyone.

The Equality Act (2010) identified three main elements that apply to public bodies, including schools, which Armthorpe Academy endeavour to achieve:

- Eliminate discrimination and any other conduct that is prohibited in the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it;
- Foster good relationships between people who share a protected characteristic and people who do not share it.

At Armthorpe Academy we are committed to ensuring that any discrimination is not tolerated and are committed to continuously developing and improving our practices to enable everyone to feel safe and respected.

## 1. Definition of Disability

The definition of disability, as found in the Equality Act (2010), is when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' In addition to this, some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Ultimately, we will work towards ensuring that disabled students can play as full a part as possible in school life by making reasonable adjustments to meet an individual's needs.

In addition to the above, the Equality Act (2010) makes it unlawful for a school to discriminate against, harass or victimise a student or potential student:

- In relation to admissions;
- In the way it provides education for students;
- In the way it provides access to any benefit, facility or service, or
- By excluding a student from an activity or subjecting them to something that may cause them to be at a disadvantage where reasonable adjustments can be made.

## 2. The Academy's Duties around Accessibility for Disabled Students

It is a statutory responsibility of the Academy to carry out accessibility planning for disabled students.

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum;
- Improving the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled students;
- Through meeting the above, we seek to create an environment that promotes independence and enables students to achieve and embrace success.

## 3. Gathering and Using Information/ Data

In order to fulfil our statutory requirements we must be able to identify individuals who have a disability. Consequently, through using the definition of disability, we strive to ensure that all individuals, including those with a disability have a full contribution in school life in terms of:

- Responding to an individual's needs;

- Setting suitable learning challenges;
- Overcoming potential barriers to learning;
- Effective assessment procedures for individuals/ groups.

When gathering data and using this to develop our practices we will ask the following groups to participate:

- The Academy cohort (current and potential, as partnership working with feeder schools will support with transition);
- Parents/Carers;
- Staff;
- All stakeholders of the Academy.

We will use this information to support the Academy in identifying any barriers to learning and participation in the life of the school.

#### **4. Increasing the extent to which disabled students can participate in the curriculum**

The Academy will endeavour to make reasonable adjustments to ensure disabled people are able to play as full a part as possible in school life. We are committed to ensuring that all staff have access to information about all students that they teach. However, additional information will be made available about how best to support students with disabilities within their classroom. We will work in partnership with individuals, parents, carers and external agencies to create bespoke packages of support that aim to ensure that individuals with a disability can access a broad and balanced curriculum.

We firmly believe that quality first teaching and learning within the mainstream classroom is key to supporting individuals achieving their full potential. Consequently, a key priority for us is to ensure that we offer personalised and differentiated approaches to Teaching and Learning to support all learners within the school. Furthermore, we have a team of Teaching Assistants who are deployed strategically using the Must, Should, Could Model. Please refer to the SEND policy for more information.

#### **5. Improving the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided**

The Academy's physical environment ensures that individuals are able to participate fully, to support us

in doing this we will ensure:

- Continuous monitoring of the school environment that takes into consideration the diverse needs of individuals;
- Consultation with different stakeholders to explore how we can further develop our facilities to meet the needs of individuals with a disability.

#### **6. Improving the availability of accessible information to disabled students**

We are able to provide information, such as the Academy prospectus, letters home and reports in an accessible form to individuals who may require this. Furthermore, resources for children and young people can be differentiated to ensure access to the curriculum, this can be done by:

- Alternative methods of recording (laptop/ voice);
- Enlarged print;
- Different coloured paper;
- Appropriate recording of homework.

#### **7. Parents/ Carers**

We firmly believe that parents/ carers are a fundamental part of their child's education. We believe that the contributions they make about their child are invaluable and we proactively seek to work in partnership with them to best meet their

child's needs. We ensure that we listen to parents' / carers' views, which will allow us to identify a student's needs and create personalised packages of support.

## **8. Disabled Employees**

We believe in equality for all and we show our commitment to our employees in a number of ways:

- A commitment to interview all applicants who meet the essential criteria for a job vacancy;
- A commitment to making reasonable adjustments to arrangements or practices to alleviate disadvantage and will take steps to provide any necessary auxiliary aids and services;
- The school will not enquire about the health of an applicant until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work;
- A commitment to ensuring appropriate CPD opportunities for all staff.