Disability Equality Policy & Accessibility Plan

Date Approved: 5 December 2023
Approved By: Tewkesbury Academy Council
Review Frequency: Three Years
Date of Next Review: November 2026

This document should be read in conjunction with the Accessibility Plan on page 7.

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
Nov 23	Whole Document	None	Reviewed and transferred policy onto new template

Contents

1   Disability Equality Policy and Accessibility Plan

Tewkesbury Academy is committed to ensuring equal treatment for all its employees, students and any others involved in the school community who have any form of disability and will ensure that people with disabilities are not treated any less favourably in any procedures or practices. The school will actively promote positive attitudes towards people with disabilities. The school will not tolerate harassment of people with any form of impairment.

The production of the Disability Equality Policy and Accessibility Plan provides the school with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet our specific obligations.

To this end we will:
- Promote equality of opportunity between disabled persons and others;
- Eliminate discrimination that is unlawful under the Disability Equality Act;
- Eliminate harassment of disabled persons in any form;
- Promote positive attitudes towards disabled persons, exclude any demeaning representations and provide for their full recognition within the school community;
- Encourage participation of disabled persons in public life whilst respecting their wishes not to participate in activities against their will;
- take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others;
- Ensure that students, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and encouraged to identify possible actions.

2   Involving Disabled People

Our policy and plan will be informed by
- the views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people
- The view and aspirations of voluntary organisations

In the context of Disability Equality and Accessibility all new students and staff on starting Tewkesbury Academy will be expected to provide relevant information, through the form of a questionnaire.

We will continue to collect data about disability as part of an ongoing process, analyse the information and update our policies and procedures in the light of any findings.

3   Our Plan

Our plan over time will be to create the accessibility provision for all students, staff and visitors to the school. Our accessibility plan will contain relevant actions to:
- **Improve access to the physical environment** of the school through the use of EFSA funding when available, adding specialist facilities as and when necessary. This will need to form part of the school's capital development plan.
- **Improve access to the curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are equally prepared for life as are able bodied students. This covers teaching and learning and the wider curriculum of the school

such as participation in after school clubs, leisure and cultural activities or school visits. IT also covers the provision when needed of specialist aids and equipment, which will assist these students in accessing the curriculum.

- **Improve the delivery of written information** to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information will as necessary be provided in various preferred formats within a reasonable timeframe.

We have attached action plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is an ongoing need for awareness and training for staff and academy councillors in the matter of disability discrimination and the need to continually inform attitudes on this matter.

4   Appendix A – Definition of Disability

Definition of Disability

The Disability Discrimination Act (DDA) sets out the circumstances in which a person is "disabled". It says a person has a disability if they have a mental or physical impairment, which has an adverse effect on their ability to carry out normal day-to-day activities. The adverse effect must be substantial and long-term (meaning it has lasted for 12 months, or is likely to last for more than 12 months).

There are some special provisions:
- If the impairment has substantially affected a person's ability to carry out normal day-to-day activities, but doesn't any more, it will still be counted if it is likely to do so again.
- If a person has a progressive condition that will substantially affect them in the future, they will be regarded as having an impairment from the moment the condition has *some* effect on their ability to carry out normal day-to day-activities.
- If a person has been diagnosed as having cancer, HIV infection or multiple sclerosis they will automatically be considered as having a disability.
- If a person is registered as blind or partially sighted they will automatically be considered as having a disability.

At least one of these areas must be substantially affected:
- mobility
- manual dexterity
- physical coordination
- continence
- ability to lift, carry or move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand e.g. ADHD
- understanding of the risk of physical danger.

It is important to note that the effect of the impairment without treatment should be taken into account e.g. if a prosthetic limb gives a person good mobility, that person should still be classified as having a disability. The only things that can be considered are glasses or contact lenses.

What does not count as a disability?

Certain conditions are not considered impairments under the DDA:
- tendency to steal, set fires, and physical or sexual abuse of others
- exhibitionism and voyeurism

- hay-fever (if it doesn't aggravate the effects of an existing condition)
- addiction to, or a dependency on, alcohol, nicotine or any other substance, other than a substance being medically prescribed.

Additionally, disfigurements such as tattoos or non-medical body piercing are not included.

This definition is different from the eligibility criteria for special educational needs provision. This means that students with disabilities may or may not also have a special educational need.

5   What is covered by the Act?

The school must have due regard for the Act when deciding policy and practice in the following areas:
- Admissions
- Exclusions
- Preparation for entry to the school
- The curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to supplement the curriculum, for example, a drama group visiting the school
- School sports
- School policies
- Breaks and lunchtimes
- The serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- Exclusion procedures
- School clubs and activities
- School trips
- The school's arrangements for working with other agencies
- Preparation of pupils for the next phase of education
- Organisation of Parents' Evenings & Academic Mentoring Days

This is not an exhaustive list.

6   Accessibility Plan

Improve Access to the Physical Environment

Item	Activity	Timescale
Car Parking	• Ensure there are an adequate number of disabled parking bays which are marked in accordance with DDA standards • Drop Kerb outside main entrances	Ongoing as and when funding allows
Ramps	• Install ramps to ensure all blocks in the school are accessible	Ongoing as and when funding allows
Doors	• Ideally automatic and if not push button access on all blocks	Ongoing as and when funding allows
Toilets	• To provide an adequate numbers of accessible toilets across the estate	Ongoing as and when funding allows
Stairs	• Ensure coloured strips to top and bottom of stairs	Ongoing as and when funding allows
Upper Floors	• Provide all curriculum classes in both upstairs and downstairs classes when the need arises to give all the opportunity to learn	
Signage	• Improve signage around the school	Ongoing as and when funding allows
Transport	• To ensure where practicable that all necessary trips and visits are inclusive	Ongoing as and when funding allows

Improve Access to the Curriculum

Objective	Strategies	Resources	Responsibility	Overseen by	Timeframe	Success Criteria
Continue to develop a shared vision and values to ensure Tewkesbury Academy is continually an inclusive organisation	Use induction and staff meetings to inform and remind staff about the issue and ensure a clear understanding of the requirements of the Disability Discrimination Act (DDA)	Time	KMC	KMC and Councillors	Ongoing	All staff are aware of DDA and understand how they can contribute
Ensure that decision making processes promote inclusiveness	All new and revised curriculum policies to be reviewed to ensure compliance All school planning systems to take into account of the requirements of staff, students and others with disabilities	Time	SLT	KMC and Councillors	Ongoing	School Policies and actions have due regard to staff, students and others with disabilities

	All capital and other major expenditure to be made with due regards to staff, students and others with disabilities with the aim of improving physical access					
Ensure students with disabilities are supported towards achieving ambitious targets	Use academic monitoring and mentoring systems to ensure suitable progress towards targets and make appropriate interventions if necessary	Time	SLT	SLT	Ongoing	Students with identified disabilities meet challenging individual targets
Adapt teaching material to learners needs	The exact strategies employed will depend on the needs of students but could include Writing frame Adjusted equipment Symbol and images alongside text Modified Text Dyslexia friendly texts Use of laptops Use of radio aids The learning support team may be able to offer advice but external agencies may need to be involved	Time Money for additional or adapted resources Advice from external agencies and advisory services	Subject Teachers TAs where appropriate	Subject Leaders	Ongoing	Students with disabilities are able to meet lesson objectives
Continue to use TAs to support students with disabilities	Use existing best practice regarding deployment of TAs to ensure teachers are supported in the planning and delivery of lessons suitable for targeted students Withdrawal only where appropriate	Time	Subject teachers	Subject leaders SLT	Ongoing	Students with disabilities meet challenging individual targets over the period of the scheme
Ensure students with disabilities have access to education trips and visits	SENDCO to be consulted Trip leader to research and ensure all aspects of trip including travel venues and activities are accessible (plus	Time Additional support staff if necessary	All teachers planning trips / visits	Subject leaders SLT	Ongoing	All students with disabilities participate fully in educational trips and visits

	accommodation where needed) Suitable additional risk assessments completed	Additional Costs if necessary				
All after school activities are planned to ensure the participation of all	Review all of after school provision to ensure compliance	Time	Teachers	Subject Leaders	Ongoing	All after school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all students
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in an individual class base	Time	Teachers	Subject Leaders	Ongoing	Lessons start on time with the need to make adjustments to accommodate the needs of individual students Increase in access to the Curriculum
Awareness raising of disability issues	Provide training for governors, staff, students and parents Discuss perception of issues with staff to determine the current status of the school	Time	KMC	KMC and Councillors	Ongoing	Whole school community aware of issue relating to Access Society will benefit by a more inclusive school and social environment
Encourage students with disabilities to participate in the Student Council and other representative bodies	Ensure that students with disabilities who want to join the Student Council and other representative bodies are encouraged and supported in their wishes via the pastoral system Where students with disabilities are not successful in gaining a place, consider co-opting them onto the relevant body Students are not to be pushed into activities as a token gesture	Time	Pastoral team: HoY and tutors	KMC	Ongoing	Students with disabilities who wish to participate are able to do so

Promote student understanding of disability	Departments to consider to what extent their SoW (and the resources used) promote a positive attitude towards people with disabilities and adjust if possible as new schemes are developed Personal Development lessons developed to promote student understanding of disability Use assemblies as special events (e.g. stand-down days) to promote student understanding of disability	Time Resources External agencies	Subject Leaders Pastoral team	Link managers	Ongoing	Ongoing adjustments to SoW Suitable elements built into PD programme
Eliminate any harassment of people with disabilities	Use current school anti-bullying policy and record as a specific category of bullying Any incidents of harassment of staff or visitors to the school linked with a disability to be immediately referred to APP for action and recorded	Time	Pastoral team Anti-bullying coordinator	Assistant Principal Pastoral	Ongoing	The number of reported incidents falls over the period of the scheme
Consider how the school can support, develop and retain staff with disabilities	KMC to discuss initial response on a case-by-case basis and document – followed up annually	Time	KMC	Councillors	Identified staff either retained or leave for "good" reasons e.g. promotion	

Improve the Delivery of Written Information

Objective	Strategies	Resources	Responsibility	Overseen by	Timeframe	Success Criteria
Make available school prospectus, brochures, newsletters and other information	Utilise current IT technologies to make available larger print and different colour	Time	KMC	KMC and Councillors	Ongoing	Delivery of school information to all has been improved and widened

in alternative formats	information as required					
	To offer access to IT, digital and paper-based material					

Monitoring

Objective	Strategies	Resources	Responsibility	Overseen by	Timeframe	Success Criteria
Continue to monitor scheme	Equal Opportunities reviewed annually as part of leadership and management scrutiny. Progress towards any targets and new areas of focus identified and reported back to AC	Time	KMC	KMC and Councillors	Ongoing	COAC plus one and KMC to review progress at least annually
Collect appropriate information on students with disabilities to allow effective monitoring	Continue with voluntary register of Students with disabilities Monitor academic progress and Compare with other students Monitor: Exclusions Other behaviour issues Bullying incidents	Time	KMC	KMC and Councillors	Ongoing	Any disparities identified and scheme adjusted where appropriate
Collect appropriate information on staff with disabilities to allow effective monitoring	Continue with confidential voluntary Register of staff with disabilities and review annually KMC to interview members of staff self-identified as disabled on an annual basis	Time	KMC	KMC and Councillors	Ongoing	Any issues identified and scheme adjusted where appropriate