



Disability Equality Policy and Action Plan

Approved by the Directors: October 23

School Mission Statement

“To create and sustain, with God’s help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ.”

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. School Ethos, Vision & Values

This school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

** See also: Equal Opportunities Policy

1.1 What do we understand by “disability”?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act and Equalities Act 2010:

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities

1.2 Schools Strategic Priorities

This Duty meets the strategic priorities of the school in terms of facilitating the personal development and well-being of every student and raising performance. It also fulfils the requirements of our Mission Statement

1.3 Strengths and Weaknesses

Identify strengths and weaknesses of the school in promoting disability equality

2. The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all
- encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

(DDA 2005 S.49A)

3. How we will meet the General Duty and Specific Duty

The production of this Disability Equality Policy and Action Plan provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

** See Disability Equality Scheme Action Plan.

3.1 Involvement of Disabled People in Developing the Scheme

Disabled pupils, staff, parents and disabled members of the community who may use school facilities have been involved in consultations and surveys to develop the scheme. In the light of this, provision has been made for a 'safe area' for vulnerable students at break and lunchtime, with adult supervision

3.2 Developing a voice for disabled students, staff and parents/carers

We will continue to consult with disabled students, staff and parents / carers

3.3 The board of directors

The board of directors already has members with a disability and warmly welcomes others to consider becoming Directors. Meetings are always held in an accessible ground floor room

3.4 Removing barriers

** See *St Bede's Accessibility Policy*

3.5 Disability in the Curriculum, including teaching and learning

A key objective of the *St Bede's Accessibility Policy* is to promote greater understanding of disability among learners which will benefit society at large

3.6 Eliminating harassment and bullying

** See *St Bede's Anti-Bullying Policy*

3.7 Reasonable Adjustments

The breaktime and lunchtime safe room provide support for pupils with disabilities. Planning of residential visits is attended to carefully.

3.8 School Facility Lettings

Disabled parking is available for use by the community and the school will advise and support on all issues of accessibility to the building

3.9 Contractors & Procurement

All external contractors are required to support and promote adjustments for disability

3.10 Information, Performance and Evidence

- a. **Pupil Achievement** The school reviews and monitors information specifically on students who are disabled to ensure progress
- b. **Learning Opportunities** The school will external agencies to ensure the full measures of educational opportunities are available to students with disabilities
- c. **Admissions, Transitions, Exclusions (including SEMH)** The school will monitor figures to ensure that children with disabilities are neither under-represented or over-represented in these categories
- d. **Social Relationships** The school makes many adjustments to improve social relationships between disabled pupils and non-disabled pupils and monitor progress
- e. **Employing, promoting and training staff with disabilities** The school will ensure there is no difference in the opportunities for employment, progression and training between staff with disabilities and non-disabled staff

3.11 Impact Assessment

The school is committed to an annual assessment of the impact of policies, procedures, functions and practices of the school on disability equality and improving these when necessary.

This will include feedback from pupils with a disability and also their parents and / or carers

3.12 Reviewing / Monitoring

Our Disability Equality process will be reviewed and publicly commented upon each year and revised at least every three years. The school will continue to consult with people with disabilities in the production, setting targets and monitoring of the scheme

Disability Equality Action Plan 2023 – 2024

TARGET	STAFF RESPONSIBLE	BY WHEN	SUCCESS CRITERIA
1. Audit and amend policies to ensure that there is no disability discrimination	SLT/Board of Directors	Ongoing	Policies include provision for the prevention of disability discrimination
2. Review teaching strategies across the school to ensure learning strategies and materials are suitable for all abilities	SLT and Heads of Faculties	Ongoing	Learning materials have been reviewed Feedback from learners indicate materials and teaching styles are suitable
3. Key achievement data for learners is analysed and action plans for improvements are produced	SLT and Heads of Faculties	After each data collection point	Achievement and success is increased in key areas
4. Ensure options process is inclusive and accessible	SLT with careers/ SEND/pastoral team	Annually	Options process encourages accessibility and participation
5. All marketing and school literature is monitored to ensure equality and accessibility	SLT	Ongoing	All new materials are monitored and amended where required
6. Monitor all staff recruitment and progress and assess policies for negative impact on employees	Directors'/Directors' Teaching and Learning Committee	Ongoing	Directors are satisfied that the school's duty is being met
7. Monitor active student involvement in the spiritual life of the school	Chaplaincy Committee	Annually	Participation reflects the composition of the school community and

