

Beckfoot Thornton Disability Equality and Accessibility Policy

Ethos and Values

Beckfoot Thornton is committed to ensuring equality of education and opportunity for all - including pupils, staff and all those involved in the school community. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability, are proud of their identity and are able to participate fully in school life.

Beckfoot Thornton is proud to have designated specialist provision for pupils with physical difficulties. The achievement of disabled students will continue to be supported and monitored. We have high expectations of all our students and aim to offer inclusive teaching throughout the school. We will make reasonable adjustments to ensure that the school environment is accessible for all of our children, their parents and carers.

At Beckfoot Thornton, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

The Disability Equality Duty (DED)

Definition of disability

The Equality Act 2010 (Disability) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Act also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Equality Act 2010 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

Monitoring and Evaluation

To meet the Disability Equality Duty, it is essential that aspects of school life be monitored to identify whether there is an adverse impact on children and young people with disabilities. The scheme will be monitored annually.

Involvement and Consultation

Beckfoot will continue to consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme. We have discussed the scheme at multi agency meetings with representatives from Health (physiotherapists and wheel chair services staff) and Social Services representatives. Discussion with our DSP students takes place both informally and formally during annual SEN reviews. Student voice is taken seriously and invited.

The Inclusion Faculty gathers on-going statistical information about SEND students and shares this information with the support team and teaching staff. We acknowledge the need to continually improve the opportunities offered to disabled students and to develop a voice for disabled children as a matter of best practice.

Meeting the DED at Beckfoot Thornton

In consultation with students, parents and staff, and with regard to legislation from the National Assessment Agency, Beckfoot Thornton meets the DED through the following actions:

- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning.
- Candidates sitting exams will be covered under the terms of the Act and new guidance from the examination boards taken into account.

- The Inclusion team and exam staff will work together to ensure that barriers which may prevent candidates from assessing opportunities and achieving their full potential are removed.
- All necessary evidence to support an application for access arrangements will be investigated.
- Regard for building accessibility, furniture, signage and resources, including ICT and sports equipment for candidates to achieve potential in place.
- Ensuring that the talents of disabled pupils are represented.
- Lessons are differentiated to meet individual needs.
- Facilities are available for pupils with sensory impairments.
- Disabled parking is near the entrance
- The school has a hygiene room with facilities including hoist, changing table, shower and sluice.
- The admissions policy gives equal rights to all potential applications regardless of ability or disability.
- No student is excluded from school due to their disability or difficulties.
- Running school disabled minibus with tail lift to enable our wheelchair user's equal opportunities.
- Enrichment opportunities for students with profound and multiple needs
- Encouraging the participation of enrichment activities for all our learners
- Class support is provided for students with additional needs
- Emergency and evacuation procedures are in place.
- A school health carer and several first aiders are available throughout the day and on trips.
- Healthcare plans are circulated to relevant staff members.
- Monitor incidents of harassment and bullying of disabled pupils. (See Bullying Policy)
- Encourage pupils to report and take action against offenders.
- Social skills groups and various activities to promote tolerance and understanding.
- PSHCE and Citizenship programmes including assemblies highlighting cohesion and celebrating diversity.
- All students treated equally and given equal opportunities to learn and achieve.
- Signs are clear for students and visitors
- Close links maintained between agencies in order to receive advice and support to students with SEN
- Celebrate and promote key events such as the annual disability sports events.
- Lego Therapy for students with ASC to improve communication skills
- Alternative curriculum opportunities for learners who find mainstream curriculum challenging.
- Literacy and numeracy support as well as other learning opportunities in Independent Learning Zone
- Close links with Connexions service and Work Experience opportunities for all Year 10 students.

Monitoring and reporting

It is the duty of the school to ensure that Beckfoot Thornton continues to meet the Disability Equality Duty.

For further information, please contact:

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Other related policies include: Anti-bullying Policy; Administration of Medicine Policy; Evacuation Policy; Manual Handling Policy; SEN Policy

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