

Disability Equality Statement

1. INTRODUCTION

Duties under Part 5A of the Disability Discrimination Act 1995 (DDA) were introduced in 2005 which require the governing body to:

- Promote equality of opportunity for disabled people namely pupils, staff, parents, carers and other people who use the school or may wish to do so;
- Prepare and publish a disability equality scheme to show how the school will meet these duties

This scheme sets out how the governing body will promote equality of opportunity for disabled people at Alec Reed Academy.

Duties under Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in three ways:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of the education and wider opportunities provided here
- Improve the delivery to disabled pupils of information that is provided for pupils who are not disabled in order that they can fully access all aspects of education and school life

This governing body fully supports and endorses Ealing Council's Disability Equality Scheme.

2. PURPOSE

The purpose of ARA's scheme is to show how we will meet the duty to promote disability equality for disabled pupils, staff and parents.

The school will involve its disabled pupils, parents and members of its wider community in accessibility planning and will incorporate their views into its scheme. It will review the ways in which further improvements may be made to improve the involvement of disabled pupils, staff and parents year on year.

3. INFORMATION GATHERING

The governing body and school leadership recognise that the collection of information is crucial to enable effective decisions about what we will do in order to improve opportunities and outcomes for our disabled pupils, staff and parents.

We are fully aware of the breadth of the definition of disability under the Act and will ensure that all our pupils are included in addition to those with SEND such as those with a medical condition (diabetes, severe asthma, epilepsy, chronic fatigue syndrome or a mental health condition). The school will actively encourage disclosure and reassure our pupils, staff and parents about confidentiality. At all times such information will be handled sensitively and used to improve opportunities and outcomes for members of our school community.

All staff recruited to this school will use our application form which will collect information on disability and will monitor the different groups and their representation.

The school will use the information that it holds on all its pupils to inform its disability equality scheme and will record:

- The number of disabled pupils in the school
- The designation and impairment of each of these pupils
- The achievements of these pupils both individually and as a group to ensure that it is in line with or better than school, local and national norms.
- The engagement of these pupils in the wider life of the school

4. IMPACT ASSESSMENT

Impact assessment is a systematic approach to the analysis of the effects of this policy, practice or procedure for disabled pupils, staff and parents.

This school will assess the impact of its Disability Equality policy by:

- Collating and co-ordinating the issues identified through the involvement of disabled pupils, staff and parents; and
- Ensuring that the quality of the information that the school holds on its disabled pupils, parents and staff is of the highest standards

5. IDENTIFYING THE MAIN PRIORITIES

This school will determine its priorities on the basis of:

- An examination of the information gathered
- The messages that have been given by the school's disabled pupils, staff and parents
- An assessment of its current practice

ARA will work proactively to make reasonable adjustments for disabled pupils at policy and whole school level, and will actively support individual pupils in order to promote equality of

opportunity for disabled pupils and to secure their participation in every aspect of school life. ARA will work proactively to:

- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation
- Actively take steps to meet the needs of disabled people

6. MAKING IT HAPPEN

All schools are required to implement the actions of their Disability Equality Scheme within three years.

The action plan will be reviewed by the governing body on an annual basis. Priorities identified in this school's scheme will be fully co-ordinated with the other priorities for the school and will be particularly related to the school's accessibility plan.

This action plan will include:

- The allocation of lead responsibility for each action
- The allocation of resources
- An indication of expected outcomes and performance criteria
- Timescales
- A specified date for review

7. PUBLICATION

This document represents the school's Disability Equality Scheme and will be provided to anyone asking for it. It will relate to, and be supported by, the Accessibility Plan and the Action Plan that reflects this DES statement.

8. REPORTING

All schools are required to report on their DES and the associated action plan. This will be through an annual statement to the governing body and directly associated with the evaluation of the school improvement plan and SEF.

9. REVIEWING AND REVISING THE PLAN

The DES will be reviewed and revised every three years and will be undertaken at the same time as the school's accessibility scheme.

Further Information is available from:

<http://www.education.gov.uk/schools>