



ALEC REED ACADEMY
PROUD TO LEARN

Disability Equality Statement

All Through

Policy Owner:	Head of Primary	Approved By:	Board of Trustees/ Principal/
Target Audience:	Parents, local community and staff	Requirement to Publish on Website:	Yes
Purpose:	To inform our approach to Equality and Disability	Statutory Policy:	No
Review Date:	July 2024	Approval Date:	July 2015 Latest review July 2023

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 people with disabilities namely pupils, staff, parents, carers and other people who use the school or may wish to do so;
- Prepare and publish a disability equality statement to show how the school will meet these duties

This statement sets out how the governing body will promote equality of opportunity for people with disabilities at Alec Reed Academy.

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

- Increase the extent to which pupils with disabilities can participate in the school curriculum
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of the education and wider opportunities provided here
- Improve the delivery to pupils with disabilities 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 by:

- Having due regard to the need to eliminate unlawful discrimination, harassment, and victimisation
- Advancing equality of opportunity
- Fostering good relations through tackling and prejudice and promoting understanding

2. PURPOSE

The purpose of ARA's statement is to show how we will meet the duty to promote

disability equality for pupils with disabilities, staff and parents.

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

ARA will cover equality issues in our curriculum as part of our spiritual, moral and cultural (SMSC) focus and development

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 pupils with disabilities, 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 pupils with disabilities 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

3. IMPACT ASSESSMENT

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

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

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

4. 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 pupils with disabilities, staff and parents
- An assessment of its current practice

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

5. MAKING IT HAPPEN

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

6. 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 that reflects this Disability Equality Statement.

7. REPORTING

All schools are required to report on their Disability Equality Statement 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 school self-evaluation report.

8. REVIEWING AND REVISING THE PLAN

The Disability Equality Statement 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>