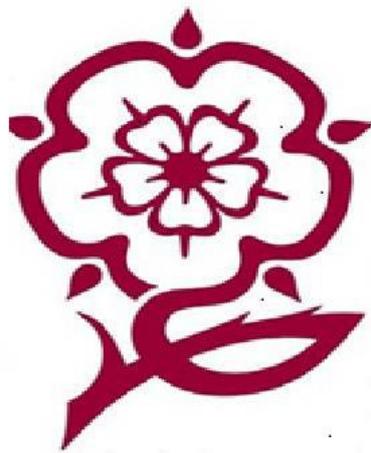


Bullers Wood Multi-Academy Trust

Equalities Policy



For Bullers Wood School for Boys

Policy created by: Office Manager at BWS	Date of Adoption: 29 th June 2016	Revised for 1 WMR June 2018	To be reviewed by LGB June 2019
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Equalities Policy

In England, Scotland and Wales, the Equality Act 2010 brought together and harmonised equality legislation.

Equality legislation across the UK protects staff and students with the following protected characteristics:

❖ **Disability >**

Under the Equality Act 2010, a person has a disability 'if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. 'Substantial' is defined by the Act as 'more than minor or trivial'. An impairment is considered to have a long-term effect if:

- it has lasted for at least 12 months
- it is likely to last for at least 12 months, or
- it is likely to last for the rest of the life of the person

Whether a person is disabled is generally determined by the effect the physical or mental impairment has on their ability to carry out normal day-to-day activities (the exception to this is people with severe disfigurement). Normal day-to-day activities are not defined in the Act, but in general they are things people do on a regular or daily basis, for example eating, washing, walking, reading, writing or having a conversation.

People who have had a disability in the past are also protected against discrimination, harassment and victimisation. This may be particularly relevant for people with fluctuating and/or reoccurring impairments.

The Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) and the Disability Discrimination (Northern Ireland) Order 2006 prohibit discrimination and harassment for disabled people in Northern Ireland.

Reasonable adjustments

The Equality Act 2010 places a duty upon higher education institutions to make reasonable adjustments for staff, students and service users in relation to:

- provisions, criteria or practices
- physical features
- auxiliary aids

These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people. It is important to note that an institution can treat a disabled person favourably compared to a non-disabled person, and this would not amount to direct discrimination of a non-disabled person.

Discrimination arising from disability

In addition to direct and indirect discrimination, people with a disability are also protected from discrimination arising from disability. This can occur when a disabled person is treated unfavourably because of something connected to their impairment and the treatment cannot be justified. Please see Appendix 1 – Bullers Wood School Disability Equality Scheme and Accessibility Plan. In Northern Ireland disability-related discrimination has not been replaced by discrimination arising from disability as defined by the Equality Act 2010.

Example:

A staff member takes a number of days off work for reasons arising from their impairment (for example ME). The institution does not have a disability absence/leave policy and therefore records all staff absence, whatever the reason, in one system. The staff member is then disciplined for their high absence record, without the institution taking into account the disability-related absence/leave.



❖ **Gender reassignment** >

This protects trans people who propose to undergo, are undergoing, or have undergone a process (or part of a process) of having their sex reassigned. A person does not have to be under medical supervision to have the protected characteristic of gender reassignment. The Sex Discrimination (Gender Reassignment) Regulations (Northern Ireland) 1999 amended the Sex Discrimination (Northern Ireland) Order 1976 and prohibits discrimination and harassment on the grounds of gender reassignment in employment and vocational education.

❖ **Gender recognition**

The Gender Recognition Act 2004 allows transsexual people to apply to the gender recognition panel for legal recognition of their acquired gender. Applicants who meet the requirements of the Act will be issued with a gender recognition certificate.

❖ **Marriage or civil partnership** >

Protection afforded in the Equality Act 2010 to marriage and civil partnership only protects people who are married or in a civil partnership from discrimination. It does not protect people who are single, divorced, widowed or have dissolved their civil partnerships.

Protection is only afforded in employment and not in education or the provision of goods and services.

In Northern Ireland, the Sex Discrimination (Northern Ireland) Order 1976 prohibits discrimination of married people in employment. In addition, Section 75 of the Northern Ireland Act 1998 places Northern Irish public authorities, including higher education institutions, under a duty to have due regard to the need to promote equality of opportunity between people of different marital status. Therefore both staff and students are protected.

❖ **Pregnancy and maternity** >

Pregnancy and maternity-related discrimination can occur outside of the workplace (for example in education) if a woman is treated unfavourably because:

- of her pregnancy
- she has given birth (within the past 26 weeks) and, in particular, because she is breastfeeding

Pregnancy and maternity-related discrimination can occur in employment if a woman is treated unfavourably because:

- of her pregnancy
- of pregnancy-related illness
- she is on compulsory maternity leave (2 weeks or 4 weeks if she is working in a factory)
- she is exercising her right to take ordinary or additional maternity leave

The Equality Act 2010 explicitly protects students from less favourable treatment because of breastfeeding.

In Northern Ireland the Sex Discrimination (Northern Ireland) Order 1976 prohibits discrimination on the grounds of pregnancy and maternity leave in employment and vocational education. There is no explicit protection from less favourable treatment for women who are breastfeeding in Northern Ireland, but similar protection may be afforded through the SDO (1976).

❖ **Race** >

The definition of race includes:

- colour
- nationality
- ethnic origins
- national origins

Protection on the grounds of nationality is subject to compliance with immigration rules.

In Northern Ireland the Race Relations (Northern Ireland) Order 1997 prohibits discrimination on the grounds of race, colour, ethnic or national origins and nationality, including belonging to the Irish Traveller community.

Racial hatred legislation

The Public Order Act 1986 contains specific criminal offences related to the intention of stirring up racial hatred or if someone is likely to stir up racial hatred. This includes threatening, abusive or insulting words or behaviour, materials and public performances.

Higher education institutions will need to be mindful of this in relation to their role in promoting academic freedom, as reflected in the Education Reform Act 1988, and freedom of speech, as obliged by the Education Act (No.2) 1986.

In Northern Ireland the Public Order (Northern Ireland) Order 1987 contains specific offences related to acts intended or likely to stir up racial hatred or arouse fear. This includes threatening, abusive or insulting words or behaviour and materials.

Higher education institutions will need to be mindful of this in relation to their role in promoting academic freedom, as reflected in the Education Reform Act 1988, and freedom of speech, as obliged by the Education Act (No.2) 1986.

❖ **Sex >**

Sex is a protected characteristic under the Equality Act 2010. It protects men (being a man) and women (being a woman) from discrimination.

In Northern Ireland the Sex Discrimination (Northern Ireland) Order 1976 prohibits discrimination and harassment on the grounds of sex.

Equal pay legislation

The Equality Act 2010 gives women and men a right to equal pay for equal work. The Equal Pay Act (Northern Ireland) 1970 (as amended) prohibits sex discrimination in relation to pay and terms of employment.

❖ **Sexual orientation >**

Sexual orientation means a person's sexual orientation towards people of the same sex, opposite sex or both. Lesbian, gay and bisexual staff and students are protected under the Equality Act.

In Northern Ireland the Employment Equality (Sexual Orientation) Regulations (Northern Ireland) 2003 prohibit discrimination and harassment in both employment and towards students in higher education on the grounds of sexual orientation.

❖ **Religion and belief >**

The right to follow a faith or belief system without fear of prejudice and discrimination is upheld as a protected characteristic for both staff and students. At both Bullers Wood Schools, students are introduced to the major world religions within the curriculum and Collective Worship provision allows for students to learn more about these. Alternative belief systems, including atheism and Humanism are also discussed. Parents are able to withdraw students from curriculum provision or Collective Worship activities. Reasonable adjustments can be made if students ask to be provided with a space for prayer.

Disability Equality Scheme and Accessibility Plan

2018 - 2019

The Disability Equality Duty

BW MAT aims

Bullers Wood School is by intention an inclusive school and the Governing Body and staff support the Disability Equality Duty and welcome the opportunity to write a Disability Equality Scheme and Accessibility Plan for they believe wholeheartedly in the principle of equal opportunity for all.

The Trust is committed to achieving its primary aim of promoting quality in all aspects of life to develop well qualified, confident, co-operative, appreciative individuals ready to play positive roles in today's and tomorrow's society.

In accordance with the Trust's values, everyone in the Bullers Wood family of Schools will be treated with respect and dignity and given fair and equal opportunities to develop their full potential with positive regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. In terms of equality the School includes special needs.

BWMAT reflects our ever changing and diverse society. There is an awareness of the changing nature of culture and of the need for ongoing review and evaluation of this policy in order to maintain its relevance and effectiveness.

BWMAT promotes the right of every child to work in a secure and supportive environment where they are respected and where they in turn respect others and attain the highest standards of education possible; this right extends to our staff. Discrimination will not be tolerated at Bullers Wood School and Bullers Wood School for Boys. This policy supports the Schools' commitment to tackling discrimination and promoting equality.

School's Context

Bullers Wood School for Boys is an 11 -16 free school opening in September 2018 with 180 Year 7 boys The School will be in temporary accommodation from 2018 – 2019 at 1 Westmoreland Road. This building has been refurbished for the purpose of education and whilst the environment is educationally functional, the nature of the site and buildings presents particular challenges in terms of physical accessibility. However, our commitment to tackling disability discrimination and promoting equality of opportunity underpins our procedures and planning at all levels.

Background

The Disability Discrimination Act 2005 placed a general duty on schools to ensure we have due regard for the need to:

- eliminate unlawful disability discrimination
- eliminate disability related harassment
- promote equality of opportunity between disabled people and others
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

All schools are required to produce a Disability Equality Scheme. This scheme must include:

- a statement of how disabled people have been involved in developing the scheme
- an action plan that includes practical ways in which improvements will be made
- information about the arrangements in place for gathering information about the extent to which the School has met its targets on disability equality

All schools must prepare a written accessibility plan and make reasonable adjustments so that the school does not discriminate against the disabled, ensuring they are not disadvantaged because of their disability and guaranteeing that this information is available to everyone. However, it should be noted that any adjustment is only reasonable if it does not impinge negatively on other people.

The Disability Equality Scheme & Accessibility Plan (DES & AP) was written by the Trust's Disability Working Party, which includes representation from a wide range of people within the Trust community, and has been approved by the Governing Body. The working group produced the original DES & AP during the academic year 2006-2007 and has reviewed it annually. The DES & AP has been re-written during the academic year 2017 -2018 to reflect the opening of the Boys' school in temporary accommodation. It will be reviewed annually by the Local Governing Board of the Boys' School.

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in a number of areas including education. The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled. Protection is also now extended to students who are pregnant or undergoing gender reassignment.

Working Group

Bullers Wood School for Boys will consult with disabled students, staff and parents/carers in the production of the Disability Equality Scheme. Student surveys and parent surveys will be carried out and acted upon where appropriate, regular student review meetings will discuss student needs and appropriate arrangements will be put in place as necessary.

Monitoring

To meet the Disability Equality Duty, it will be necessary to monitor all aspects of School life to identify whether there is an adverse impact on people with disabilities. It is important to monitor the impact of the action taken to ensure that progress is made and that no adverse impact is occurring as a result of our actions. The School will monitor:

- Achievement of students by disability
- Provision for disabled staff (including numbers and type of disability)
- Participation of students in all school activities
- Health & Safety of students with disabilities
- Mental Health & Wellbeing of students with disabilities

Actions taken will be monitored regularly and the working group will discuss annually.

Additional implications for schools

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building. Hirers have the opportunity to inform the School of any disabilities of any persons using the premises. Communication takes place to determine the requirements of the parties and reasonable adjustments are made as necessary. Hirers are also encouraged to inform the School if they experience any difficulties during their letting.

When providing newsletters and information for parents and carers, Bullers Wood School for Boys will make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information. Events for parents and carers such as Open Evenings, meetings with teachers, will be held in accessible parts of the school and disabled parking is available.

School staff are aware that bus companies or other transport providers are not able to refuse a job because, for example, it may take longer to pick up disabled students.

Our procedures for the election of parent governors will ensure that the process is accessible to disabled people.

Disability Access Audits

The purpose of a disability access audit is to find out what barriers disabled people may face in school. The SENCO will organise meetings with external agencies to conduct disability access audits of the school site when necessary. When barriers have been identified then the School will look at ways of removing these barriers. Disabled people will be given opportunities to comment on the support the School provides and the adjustments that it has made; Learning Support Assistants will also have the opportunity to provide feedback. Provisions will be reviewed regularly and revised where necessary.

The definition of disability under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meet this definition are also protected by the Act.

Bullers Wood School for Boys recognises that disability can be a social issue and that an impairment can cause a person to be disabled because of the social, attitudinal and environmental barriers that the person faces (this is known as the Social Model of Disability). The Social Model is not a law, but was developed by disabled people to challenge the Medical Model of disability.

The Disability Discrimination Act states that a disabled person (child or adult) is someone who has a physical or mental impairment which has a substantial and long term adverse effect in his or her ability to carry out normal day to day activities.

A physical or mental impairment includes:

- a) sensory impairments
- b) impairments relating to mental functioning including learning disabilities
- c) and longer term conditions such as diabetes, epilepsy, HIV infection, cancer, multiple sclerosis

1. Physical Impairment

A physical impairment can take many forms, for example, having to use a wheelchair. An audit of the site will be carried out before opening to ensure that accessibility will not be a problem on the ground floor and all external parts of the site. However, some subjects will be taught on the first floor of the building and so wheelchair access would be impossible without installing a

lift. However, we will make reasonable adjustments to ensure that a student has equality of education provision (e.g. moving the class to a ground floor classroom). There is a disabled toilet on the ground floor.

To ensure the physical needs of all persons are met the School will:

- Make the building accessible to wheelchairs
- Ensure the outside areas have a smooth surface and potholes are filled in
- Work with builders and developers on all new builds and developments to ensure that they are DDA compliant
- Work with the local authority Highways Department on paths and kerbs for wheelchair access outside the school.
- Look at the feasibility of running specific lessons on the ground floor or of instituting a room change system if needed.
- Consider a reduced or adjusted timetable for specific students where appropriate.
- Conduct risk assessments where necessary.
- Liaise with parents/carers to facilitate student drop-off to and collection from school.
- Monitor the provision of disabled toilets and increase provision if needed.

2. Sensory Impairment

The fire bells are either bells or claxons and they will be in working order in the building. All of the internal and external steps have railings to assist when climbing or descending stairs. Regular audits of the site will be carried out by the Headteacher and Site Manager to ensure that the site has adequate lighting both internally and externally. All internal stairs have colour contrasting edges or nosings.

To ensure the sensory needs of all persons are met (Target 4 - page 10), the School will:

- Install railings at pathways round the building where there is a perceived risk.
- Ensure all areas are sufficiently well lit by checking all lighting regularly.
- Fix all lights and arrange for new lights to be fitted in areas which are not quite so light.
- Ensure contrasting edges are installed on all internal and external stairs, where appropriate.
- Tonal contrast will be maintained in painting works.

3. Mental Impairment - Learning Disabilities

The Special Needs Co-ordinator (SENCO) will have details of all students with special educational needs – these are relayed to all members of staff in the SEN handbook and on the VLE. All members of staff have details of students SEN in their mark books.

To ensure the needs of students with Special Educational Needs are met, the School will:

- Continue to ensure all staff are aware of students with learning disabilities and receive appropriate information and/or training to enable them to implement appropriate strategies and take appropriate action.
- Review annually students who have a Statement of Educational Need or an Education Health and Care Plan (EHCP) to highlight areas of concern and recommendations for the following year.
- Continue to monitor SEN students and those with specific difficulties.
- Continue to liaise with external agencies to ensure ongoing appropriate support.

4. Medical Disabilities such as diabetes, epilepsy, HIV infection, cancer, multiple sclerosis

There will be a number of trained first aiders across the site. Parents are asked to inform the school of their son's medical conditions on the data collection sheet, which is sent out annually, or at any time during the year if necessary. This data is inputted into the student's electronic file and the School ensures with the student's medical needs are catered for. All teachers are given details of any students who may suffer from any disabling ailment such as diabetes and procedures are in place to ensure staff can deal with any medical emergency which may arise as a result of a student's or indeed member of staff's disability. A Health Care Plan for students with particular medical conditions (e.g. diabetes, serious allergies, epilepsy, heart condition) is completed by the parent/carer and Head of Year and displayed on the Year noticeboard in the

Staff Room. Copies are given to the Principal First Aider, Head of P.E. and to all staff who teach that particular student. Details on the Health Care Plan are reviewed each September by the parent/carer. This information is also uploaded to the VLE.

To ensure the medical needs of students and staff are met, the School will:

- Continue to ensure all staff are aware of students with medical disabilities and receive appropriate training.
- Continue to support all staff where appropriate, and advise other staff as necessary.

Information gathered and measures taken so far by the school regarding the collation of material regarding disability

a) Policies and general information about the school

All of the School's policies now deal with the issue of disability, for example:

- Equalities Policy
- SEN Policy Managing Medicines and Accidents Policy – "".

The School will ensure all school policies are up to date and include relevant reference to disability so as to meet the disability equality duty. Additionally all other documentation published by the School or on the website shall refer to and meet the disability equality duty (e.g. staff handbook, information pack to parents, general information about the School, the School prospectus, School Travel Plan).

b) Staff

Bullers Wood School will not discriminate against any person applying for a position in accordance with the Equality Act 2010. In addition, staff are not discriminated against in any way as a result of a disability, e.g. in terms of their job offer, the terms of their employment, promotion or training. Members of the teaching staff and support staff have the opportunity to state if they have a disability on their application form to join the School. The Human Resources Manager will discuss with the member of staff any arrangements that is felt appropriate, and suggest that the member of staff informs the School's Principal First Aider and/or their Head of Department, where appropriate. Our staff handbook includes a section on disability which encourages existing staff to advise if they develop a disability during their employment and if they need further arrangements.

c) Students

There is no request for information about a student's disability on the Common Application Form but we have included a section on disability on the form that the parents fill in when the boys join our School. The data collection forms produced by the School include a section about disability. A form is sent for the attention of the SENCO who attends the SEN transition meeting annually to gather information from feeder schools on students with Special Educational Needs.

Disability data is stored and monitored as appropriate. To provide opportunities for disabled students to comment on the provisions in place and to make suggestions that may help to reduce barriers, students are asked annually either at their SEN review or through their Health Care Plan. Their Learning Support Assistants will also ask regularly throughout the year. A "buddy system" will be set up for some students with disabilities to encourage friendships. The SEN Department works with Learning Support Assistants and Heads of Year (HOYs) to encourage independence. Students with disabilities will be asked to complete a questionnaire at the end of the Autumn term which provides the School with feedback on the arrangements in place for them.

d) Parents and Governors

The Disability Equality Scheme and Accessibility Plan applies to parents and governors. A letter is sent to all new governors which gives them the opportunity to inform the School of any disabilities. Procedures for the election of parent governors are open to candidates and voters who are disabled. Parents have the opportunity to inform the School about a disability by completing a form available on the Year 6 Induction Day/Evening. Additionally, information

about the School's policy on Disability is now incorporated into the letters sent to parents at the beginning of the academic year.

e) Visitors

A disabled parking bay will be located in the car park at 1 Westmoreland Road. Visitors are invited to inform Reception of any disability in order that the School may make appropriate arrangements for the visit. Visitors are also given the opportunity to advise if they have experienced any difficulties during the course of their visit. Reception forwards this information to the Site Manager to action where appropriate.

Positive Promotion

The School is proud to be an equal opportunities employer and that it does not discriminate in any way against any adult or student. It will promote positive attitudes to disability in a number of ways, for example, positive images of disabled adults and children will be included in publications. Disabled students will be encouraged to participate in class assemblies, extra-curricular activities and student leadership initiatives.

The School works hard to increase awareness of the ways in which parents of all students can help to support their learning.

The School will be proactive in eliminating discrimination that is unlawful under the DDA and harassment of disabled people. Incidents of harassment and bullying are monitored, and students are encouraged to report offenders, some issues may be addressed in school assemblies.

Training

The school is committed to offering opportunities for continuing professional development in all areas.

Curriculum, Enrichment Activities and Exams

The school will monitor all curriculum areas and enrichment activities to ensure there is no disability discrimination. Reasonable adjustments will be made, wherever possible, to ensure that disabled students can access the curriculum and disabled students are encouraged to participate in school life, events, class assemblies, school councils and working parties. Attendance and achievement of disabled students to subject classes and enrichment activities is collated and monitored.

Access Arrangements will be put in place to ensure students with learning and physical disabilities are not discriminated against in their public exams. In addition to tests, students may be identified as needing exam concessions via their subject teachers. Evidence of need is gathered, and a formal application for Access Arrangements will be made for all students meeting the JCQ requirements. All teaching staff and exam staff are aware of each student's needs and ensure that they are met during their exams.

Health & Safety

The school is committed to ensuring the Health & Safety of all persons, and recognises that sometimes adjustments to procedures need to be made.

The Mental Health and Wellbeing of all students is important. As stated in the School's Anti-Bullying Policy, the School promotes respect and co-operation, and is opposed to any kind of bullying, harassment or victimisation.

Accessibility Plan

Target		Action	Working towards	Target Met	Responsibility
1	(a) Identify which students have disabilities	Send out in September the updated data collection sheet which includes a section on disabilities. Ensure information about disabilities is gathered from all new students.	2018 – 2019	2018 – 2019	The Trust Board Local Governing Board
	(b) Identify which members of staff and which governors have disabilities	Gather information about disability from all new staff and governors and continue to encourage existing staff to inform us if they develop a disability.	2018 – 2019	2018 – 2019	The Trust Board Local Governing Board Human Resources
	(c) Identify which parents/carers have disabilities	Gather information about disability from all new parents/carers.	2018 – 2019	2018 – 2019	The Trust Board Local Governing Board
2	(a) Ensure the physical needs of students are met	Carry out a disability access audit. Annually review provisions and glean feedback from students, acting on suggestions where appropriate to ensure school environment is as accessible as possible. Continue to make physical improvements to the site based on the knowledge of general disability needs.	2018 – 2019	2018 – 2019	Leadership SENCO Site Manager

	(b) Ensure the physical needs of staff and governors are met	Carry out a disability access audit. Annually review provisions and glean feedback from staff and governors, acting on suggestions where appropriate to ensure school environment is as accessible as possible. Continue to make physical improvements to the site based on the knowledge of general disability needs.	2018 – 2019	2018 – 2019	Site Manager Human Resources
	(c) Ensure the physical needs of parents/carers are met	Carry out a disability access audit. Annually review provisions and glean feedback from parents/carers, acting on suggestions where appropriate to ensure school environment is as accessible as possible. Continue to make physical improvements to the site based on the knowledge of general disability needs.	2018 – 2019	2018 – 2019	Leadership Team Site Manager
3	(a) Ensure the medical needs of students are met	Check all medical records of all students are in place. Review Health Care Plans annually or as necessary. Ensure a database contains all needs and set up appropriate action. Ensure a database contains all needs and set up appropriate action	2018 – 2019	2018 – 2019	Trust Principal First Aider Office Manager
	(b) Ensure the medical needs of staff and governors are met	Check all medical records of all staff and governors are in place. Ensure a database contains all needs and set up appropriate action. Ensure a database contains all needs and set up appropriate action	2018 – 2019	2018 – 2019	Trust Principal First Aider Human Resources

4	(a) Ensure all sensory needs of students are met	Carry out improvements to the site as identified. Ensure a database contains all needs and set up appropriate action	2018 – 2019	2018 – 2019	Headteacher Site Manager
	(b) Ensure all sensory needs of staff and governors are met	Carry out improvements to the site as identified.	2018 – 2019	2018 – 2019	Headteacher Site Manager
5	Ensure the needs of students with Special Educational Needs are met	Continue to inform staff about the needs of SEN students and organise appropriate training.	2018 – 2019	2018 – 2019	SENCO Head of Year
6	Ensure all disabled students have access to the curriculum and to enrichment activities	Conduct an audit of curriculum and enrichment activities. Produce reports (attendance, attainment and exclusion) on how disabled students compare with their peers. Encourage disabled students to participate in school life, events, class assemblies and the school council. Monitor all curriculum areas and enrichment activities to ensure there is no disability discrimination. Produce reports (attendance, attainment and exclusion) on how disabled students compare with their peers.	2018 – 2019	2018 – 2019	Senior Leadership Team Head of Year SENCO
7	Ensure all school policies and documentation refer	Review all policies	2018 – 2019	2018 – 2019	Local Governing Body Office Manager

	to the Disability Equality Scheme				
8	Ensure the training needs of staff and governors are met	<p>Carry out an audit of training</p> <p>Make training available to all staff and governors</p> <p>Continue to make training available to all staff and governors</p>	2018 – 2019	2018 – 2019	<p>Trust Board</p> <p>Local Governing Body</p> <p>Headteacher</p>
9	Develop positive attitude to disabilities	<p>Hold assemblies. Include positive images in posters and continue to hold assemblies regarding disability Arrange “buddy systems” for students where appropriate. School to take part in annual events such as Deaf Awareness Week, Learning Disability Week and the Paralympics. Monitor bullying and harassment of disabled students and staff.</p>	<p>2015-2016</p> <p><input type="checkbox"/></p> <p>2016-2017</p> <p><input type="checkbox"/></p> <p>2017-2018</p> <p><input type="checkbox"/></p>	<p>2015-2016</p> <p><input type="checkbox"/></p> <p>2016-2017</p> <p><input type="checkbox"/></p> <p>2017-2018</p> <p><input type="checkbox"/></p>	<p>Senior Leadership Team / Equalities Committee Meeting / SENCO / HOY</p>
10	Improve communication with disabled students	<p>Provide opportunities for students to feedback on provisions made by the school and to make suggestions which may help to remove barriers. Review annually at SEN meetings, through Questionnaire or through Health Care Plans.</p>	<p>2015-2016</p> <p><input type="checkbox"/></p> <p>2016-2017</p> <p><input type="checkbox"/></p> <p>2017-2018 <input type="checkbox"/></p>	<p>2015-2016</p> <p><input type="checkbox"/></p> <p>2016-2017</p> <p><input type="checkbox"/></p> <p>2017-2018 <input type="checkbox"/></p>	<p>Equalities Committee Meeting / SENCO / Principal First Aider</p>

11	Improve communication with disabled staff and governors	Provide opportunities for staff and governors to feedback on provisions made by the school and to make suggestions which may help to remove barriers. Review annually.	2015-2016 <input type="checkbox"/> 2016-2017 <input type="checkbox"/> 2017-2018 <input type="checkbox"/>	2015-2016 <input type="checkbox"/> 2016-2017 <input type="checkbox"/> 2017-2018 <input type="checkbox"/>	Equalities Committee Meeting / Human Resources / Clerk to the Governors
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