



## **Kendrick School**

# **Disability Equality Policy**

Approval Date: June 2018  
Next Review Date: April 2020

## Disability Equality Policy

**This policy must be read in conjunction with Kendrick School's Inclusion Policy and Safeguarding Policy.**

### Introduction

As part of the overall Inclusion Policy this policy is in keeping with the school's aims, its SEND, Behaviour and its Equal Opportunities Policies.

The governing body and staff of Kendrick School will ensure that all students enjoy a broad and balanced education which meets individual needs.

The governing body will fulfil its duty to promote equality of opportunity for disabled students, staff, parents and other users of the school.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully at Kendrick. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit Kendrick.

### Definition

Disability is defined in The Disability Discrimination Act as: **'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'**

The DDA 2005 covers people with a variety of impairments such as: learning disabilities, mental health conditions, mobility impairments, visual and hearing impairments and progressive long-term health conditions such as multiple sclerosis and HIV.

The DDA 2005 also includes people with hidden impairments, for example long-term health conditions, such as diabetes and asthma, and people who do not consider themselves to be disabled such as some older people with acquired visual or hearing impairments.

The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.'

### Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a

disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

### **Identification**

Whether a person is identified as having a disability or not will be determined by the judgement of medical professionals in accordance with the Disability Discrimination Act.

### **The Disability Equality Duty**

The DDA sets out the duty of Kendrick when carrying out its functions. This is known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided at Kendrick. All aspects of school life, e.g. admissions, educational provision and exclusions are covered by these duties.

Accordingly we will actively seek to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled people that is related to their disabilities (see Behaviour Management, Anti-Bullying Policies)
- promote positive attitudes towards disabled people by not representing people in a demeaning way or pretending they do not exist.
- encourage participation by disabled people but also respecting their wishes if they do not want to take part
- take account of disabled people's needs, even where that involves treating disabled people more favourably than others.

### **Recruitment and Retention of Disabled Staff**

The Disability Discrimination Act 1995 and 2005 and the Equalities Act 2010 makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the school aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment. (Refer to Recruitment Policy). Kendrick is committed to retaining and supporting its staff. Active steps would be taken to allow a member of staff who became disabled to continue being employed wherever possible.

### **Provision and Accessibility**

The school aims to make reasonable adjustments to ensure that disabled students, staff and parents/carers are not placed at a substantial disadvantage. Every endeavour has been made to make the school buildings, curriculum, extra-curricular activities, practices and procedures as accessible as possible to all students.

All departments review their range of teaching strategies to ensure that they meet the needs of all students. The staff are made aware of students who have specific disabilities and make reasonable amendments to their teaching programmes accordingly. They are careful to provide challenging, but appropriate, work to enable students to succeed with confidence. Subject staff and form tutors track progress and identify promptly students who seem to be underachieving. Additional support is given to these students and parents are consulted. Advice and support is sought from outside agencies when appropriate.

### **Practice**

Responsibility for inclusion is delegated from the governors and SLT to TLCs, and relevant TLWs, although all staff are expected to know and implement this policy. The school's SEND Co-ordinator has responsibility for ensuring that the interests of students with disabilities are fully represented in all aspects of school life and that each student receives appropriate support according to her individual needs.

The following procedures are in place:

- the staff of Kendrick is kept fully informed about the needs of the students
- curriculum planning and assessment take into account these needs
- differentiation of resources
- communication and language are simplified and adapted where appropriate
- full participation in learning and practical activities is encouraged
- support is provided to help students manage their behaviour
- support is provided to help students manage their emotions and stress
- If appropriate, support would be made available for a student using an LSA.
- monitoring procedures are carried out via Individual Action Plans and Annual Reviews of Statements
- support is provided in external examinations via diagnostic assessments and dispensations in external examinations
- As with all students, there is an open door policy. The involvement of parents and carers is encouraged
- active liaison with outside agencies to provide more targeted support for individual students is practised

### **Consultation**

Kendrick welcomes and encourages the open and frank exchange of information between the school, staff, parents and students about the disability of any person in an attempt to create an environment to enable that person to maximise their abilities. New parents in particular are encouraged to provide as much information as possible about a student who could be identified as disabled.

To fulfil their duties Governors are committed to:

1. Maintaining admission arrangements which are free of discrimination
2. Prohibiting the harassment of any person on the grounds of any disability. Harassment of any person whether inside or outside the school will be treated as discrimination and could include
  - physical harassment including gestures
  - verbal or written (including electronic communication) abuse, intimidation, derogatory comment, insults, threats or jokes
  - visual displays of offensive material including posters or graffiti
  - isolation or exclusion from social activities
  - making offensive remarks about a student's disability

Appropriate sanctions will be imposed on perpetrators of harassment according to Kendrick's School behaviour and disciplinary policies.

3. The access plan for the school will be reviewed by the Governors every two years and the action plan revised as appropriate.

### **Policy and Review**

The effectiveness of the policy is monitored by the Headteacher who takes responsibility for co-ordinating its implementation and holds the Access Plan, details of action points and the archive of progress made from previous reviews.

### **Action Plan for 2018 and beyond**

1. Parental Questionnaire inviting all parents to reply
2. Facilities Manager and Deputy Headteacher to review the Access Plan. See Appendix 1

Implemented

Reviewed

### *Glossary of Terms*

SEN = Special Educational Needs

DDA = Disability Discrimination Act

DED = Disability Equality Duty

SLT = Senior Leadership Team

TLC= Teaching and Learning Co-ordinator for a Cohort (Pastoral leader in charge of a year group)

TLW = Teaching and Learning Co-ordinator for a whole school initiative, e.g. Gifted and Talented

SENCO = Special Needs Co-ordinator

LSA = Learning Support Assistant

**Appendix 1: Kendrick School Accessibility Plan July 2018**

	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>
Short Term	Access for all to a room suitable for teaching Art to be available when required.	To identify a lab or technology room that can be a timetable for Art if required	Any student can access the Art curriculum.	On going
Medium Term	Classrooms to be optimally organised for disabled students	All new build or refurbishment work to ensure good disabled access to the room and accessibility of the equipment and resources in the room. Power sockets will be well placed to allow for laptop power. Sightlines to whiteboards are optimised.	All students can make best use of all facilities in all rooms	On going
Medium term	To make year 12 common room accessible to all students	To create accessibility to the year 12 common rooms and work rooms	All students can make best use of all facilities in all rooms	On going
Short term	To ensure that all furniture is selected, adjusted and located appropriately	Review all rooms each summer ready for the next year to ensure that all such equipment is undamaged and correctly set-up. Check routes are never blocked at all times. Remove broken or unused equipment promptly	Rooms make the best use of the equipment and furniture.	Always
Medium term	To acquire the facilities to produce written information in different formats	To budget for such equipment.	Be able to produce written information in different formats	2018/19
Short Term	To ensure that emergency and evacuation systems are set up to properly inform all students and visitors.	Review all evacuation procedures annually	Evacuation procedures and information during an evacuation is clear for all	On Going
Medium	To provide access for all	Improve accessibility of	All staff, students and	2018/19

Term	to Sidmouth and staffrooms	at least one entrance to Sidmouth	visitors can access key staff areas	
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