Kendrick School

Disability Equality Policy

Approval Date: January 2025
Next Review Date: June 2027

Version Control: DE- Version 1 2019	
Version Control: DE- Version 2 2020	
Version Control: DE- Version 3 2021	
Version Control: DE- Version 4 2023	
Version Control:DE – Version 5 2025	
Version Control:DE – Version 6 2026	References to Governors changed to Trustees, "impairment" changed to "conditions"

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, SEND Policy, Relationships and Behaviour Policy and Equal Opportunities Policies.

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

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment, which has a **substantial and long-term adverse effect** on the ability to carry out normal day-to-day activities.

The Equality Act 2010 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. Protection also extends to be who experience discrimination because of their association with a disabled person and to people who are mistakenly believed to have perceived to be disabled.

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 conditions, dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) and others. 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 Equalities Act 2010.

The Public Sector Equality Duty

The Public Sector Equality Duty 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 Equalities Act 2010
- 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 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 Trustees and senior leaders and then to pastoral leaders, 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 their 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 is encouraged
- full participation in practical activities is encouraged and adapted as much as is possible
- support is provided to help students manage their behaviour
- support is provided to help students manage their emotions and stress
- monitoring procedures are carried out via student passports, profiling, annual reviews of Education Health Care Plans
- support is provided in external examinations via diagnostic assessments and dispensations in external examinations, where relevant evidence, feedback and advice has been sought
- 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 transparent 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 on the transition forms as possible about a student who could be identified as disabled.

To fulfil their duties Trustees 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 consequences will be imposed on perpetrators of harassment according to Kendrick's School Relationships and Behaviour Policy and disciplinary policies.

3. The accessibility plan for the school will be reviewed by senior leaders and the Trustees 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.

Appendix 1: Kendrick School Accessibility Plan

Ongoing Accessibility Planning Considerations

Consideration	Strategy	Outcome	Timeframe
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	Ongoing
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
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	Ongoing
To ensure that where individual consideration of evacuation or lockdown systems is required, individual safety plans are set up to inform staff and the student	Review all individual evacuation and lockdown safety plans annually, and communicate these to all staff	Evacuation procedures, information and individual safety plans are clear for all	Ongoing

Action Plan

Urgency	Target or Issue	Strategy	Outcome	Timeframe
Medium 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	To provide access for all to Sidmouth and staffrooms	Improve accessibility of at least one entrance to Sidmouth	All staff, students and visitors can access key staff areas	On going