ACE Learning



Disability Equality Policy

Date of Ratification	**Autumn 2023**
Date for Review	**Autumn 2027**

At ACE Academy we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the academy.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in academy life.

The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to make sure that the academy environment is as accessible as possible.

At ACE Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Disability Equality Duty (DED)

From October 2010, the Equality Act replaced most of the Disability Discrimination Act 2005 (DDA). However, the Disability Equality Duty in the DDA continues to apply.

Equality Act 2010

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- Employment
- Education
- Access to goods, services and facilities including larger private clubs and land based transport services
- Buying and renting of land or property
- Functions of public bodies, for example the issuing of licences

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. More information about the Equality Act and how you can obtain copies of the Act, can be found on the Government Equalities Office website.

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 purpose 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 12 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 meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

The Duty

The Equality Act 2010 places a general duty on schools/academies, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by academies.

The Disability Equality Duty (DED)

Monitoring

At ACE Academy we are aware that to meet the Disability Equality Duty, it is essential that aspects of academy life are monitored to identify whether there is an adverse impact on children and young people with disabilities.
The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for academies

The role of a academy as a service provider:-

At ACE Academy we understand that academies have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers:-

We understand that when providing newsletters and information for parents and carers, academies should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport
At ACE Academy staff are aware of Section 6 of the Disability Discrimination Act reinforced by the Equality Act 2010 as it applies to hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Appointment of parent trustees

The appointment of parent trustees is covered by the Equality Act 2010, and trustees will need to ensure that the procedures are accessible to disabled people. However, the result of the appointment is not covered and disabled candidates will not be able to claim that they were not appointed simply because they were disabled. Once a disabled parent trustee is appointed, the academy Board of Trustees' functions in relation to that parent are covered and the academy must ensure that they can participate fully in academy life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using academy services should be involved in the production of the Disability Equality Policy.

ACE Academy has consulted with disabled users in the development of our Disability Equality Policy.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, ACE Academy has drawn up an action plan to make things happen, which outlines how the requirements of the Equality Act 2010 will be met. This action may include some of the good practice examples below.

Good practice examples

The following examples were gathered from Special Educational Needs Co-ordinators, and provide good practice suggestions on how disability equality can be promoted.

- Promoting equality of opportunity between disabled people and other people.
    - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
    - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

- Eliminating discrimination that is unlawful under the Equality Act 2010 and harassment of disabled people that is related to their disability.
    - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
    - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

- Promoting positive attitudes towards disabled people.
    - Use the academy environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

Disability Equality Policy
Action Plan

Key Tasks	Timing	Key Personnel	Resources	Monitoring Systems	Success Criteria	Evaluation / Evidence
Monitor Disabilities Equalities Plan	On going	COO / CEO	Time	Trustees	All activities assessed through Disabilities Assessment	
Audit of experience / skills / qualifications within current staff	Spring	All staff	Time	Head of School	Up to date skills audit in place	
Audit of training needs within current staff	Autumn	All staff	Time	Head of School	Up to date audit of training needs in place	
Further discussion regarding support for staff with disabilities (if needed)	Ongoing	Head of schools	Time	Exec Team	Clear criteria to support staff with disabilities	
Audit of current facilities	Termly site inspections	COO	Time	Trustees	Up to date audit of facilities in place	