



St Anne's Academy

Disability Equality Policy (Including Accessibility Statement)

Reviewed and approved by	Endorsed by (if appropriate)	Date of next review
Assets Committee Summer 2012	Governing Body 19 June 2012	Summer 2015
Assets Committee 11 June 2015	N/A	Summer 2018

Policy Principles

The mission and philosophy of the Academy is:

- To be an inspirational community for lifelong learning, underpinned by Christian faith, values, principles and ethos
- To be an inclusive centre of learning
- To recognise the unique value and individuality of every person and to provide personalised learning routes, coaching support for everyone
- To model high expectations
- To assist and support the regeneration and transformation of the local community

This policy, and its associated procedures and protocols, is based on these key principles.

All references in this document to the Local Authority/Academy means the Governing Body of St Anne's Academy.

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1 Introduction

St Anne's Academy welcomes its general responsibilities under the new Disability Equality Act (DEA). The Academy recognises the need to:

- a. Promote equality of opportunity between disabled and non- disabled people;
- b. Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- c. Eliminate harassment of disabled persons that is related to their impairments;
- d. Promote positive attitudes towards disabled people; and
- e. Encourage participation by disabled people in public life.

2 Academy Ethos, Vision and Values

At St Anne's Academy we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the Academy. We have a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in Academy life. Our admissions policy does not discriminate against disabled students.

The achievement of disabled students is monitored and we use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the Academy environment is as accessible as possible. We do NOT tolerate harassment of disabled people with any form of impairment.

3 Definition of Disability

St Anne's Academy is committed to promoting access to people with disabilities. A further commitment is to work towards supporting and enabling students and staff with physical disabilities, sensory impairments, specific learning difficulties, special psychological needs and medical conditions which may have an impact on day-to-day activities, to take part in all aspects of St Anne's Academy's academic, working and social programmes.

According to the DEA, impairment is to be treated as affecting the person's ability to carry out normal day to day activities, only if it affects one or more of the following:

- a. 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 and perception of the risk of physical danger.
- b. In addition to students with long term impairments which significantly impact on their day to day activities - all students with SEN and those with long term medical needs are treated as disabled for the purposes of the Act and equality.

4 Disability Equality Scheme

Disabled people are identified in the following ways:

- a. Students - Disabled students are identified with disclosure by parents and discussions with the SENCO.
- b. Staff are asked to self disclose any disability and what reasonable adjustments that they feel they need to fully participate in Academy life. A comprehensive risk

assessment will then be carried out and reviewed regularly with the staff member as appropriate.

- c. Governors are asked to self disclose any disability and what reasonable adjustments that they feel they need to fully participate in Academy life. A comprehensive risk assessment will then be carried out and reviewed regularly as appropriate.
- d. Parents and carers are asked to advise the Academy, in confidence, if they have a disability and again what adjustments that we might make to enable them to fully participate in their child's education.
- e. The Academy building is fully accessible. Please refer to the Accessibility Statement shown at Appendix 1.

5 Gathering Information

We recognise that our policies and practices may impact on disabled people and in particular on:

- a. The recruitment, development and retention of disabled employees;
- b. On the educational opportunities available to and the achievements of disabled people.

We acknowledge that information gathered from a wide range of sources is required in order to identify actions to promote disability equality. We ensure that information is gathered in relation to both employment and the delivery of our services.

6 Student Achievement

Information on all disabled students is collated by the SENCO after being submitted by form teachers, year directors etc. The SENCO reports on student achievement, to the Governing Body.

7 Extra Curricular opportunities

The SENCO monitors access to extracurricular activities (inside and outside the Academy day) for all disabled students. This will include Academy trips.

8 Admissions, Transitions, Exclusions

Enquiries to parents, are made when places are offered, regarding a student's needs. The Additional Needs team and Year 7 teachers liaise with other educational establishments on transition. Initially through questionnaire for all new year 7 students, followed up by a visit where necessary thus enabling reasonable adjustments to be in place as soon as possible.

9 Social relationships

Understanding and relationships are promoted through the curriculum including PHSE/SEAL topics as well as through RE. Academy council representatives for each year, as well as the established year group system enhance social relationships for all including those between disabled and non disabled students.

10 Employing, promoting and training disabled staff

Disabled staff have the same access to training and promotion as non disabled staff. This is included in some detail in the Single Equality Policy.

11 Assessing Impact

This is included in the Single Equality Policy.

Feedback from students and parents in annual surveys (MIDYSIS), through Academy council or parent /teacher meetings as well as feedback on student achievement/behaviour will be used to inform decision making in all areas including disability equality.

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Disability Equality Policy
Appendix 1: Accessibility Statement

St Anne's Academy was designed to be fully inclusive, providing access to all regardless of ability. The design and construction was carried out in line with the following statutory and best practice guidance. The design was also reviewed by our own internal Access Consultant:

1. Building Regs specifically Part M 2004 (Access to and use of buildings).
2. BS 8300 2001 & BS 8300 2009
3. DDA now replaced by the Equalities Act
4. Sport England
5. BB 94
6. BB 102
7. Bog Standards

The building design includes or complies with the following (please note this list is intended to give examples of design features, it is not exhaustive):

1. External disabled parking bays close to the main entrance with drop kerbs for wheelchair access
2. Level access to all external and internal doorways
3. Automatic main entrance door
4. Reception desk with lowered element for wheelchair users
5. Wide corridors
6. 3 no. full passenger lifts (not platform lifts)
7. Stair tread, width and handrail design & dimensions to allow ambulant disabled access
8. Light reflectance values to all doors, walls floors and handles. So that surfaces contrast
9. Vision panels to doors and manifestation to glass screens and windows
10. Internal and external signage, contrasting lettering
11. Disabled refuges to all staircases
12. Wide doors to changing rooms for sports wheelchairs
13. Disabled WCs through-out the building
14. Ambulant WC cubicles and sinks to all toilet areas
15. Walk in showers to all changing
16. Lowerable tables to classrooms
17. Sockets and switches located at the correct height
18. Kitchen servery with lowered sections
19. External ramp to sports pitches
20. Step free external spaces
21. Full height lockers for disabled use (storage of crutches etc)
22. Double doors designed so that one leaf is wide enough for wheelchair users

Source:

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