

Stanley Grove Primary Academy

Disability Equality Policy

Rationale

1.1 Stanley Grove Primary Academy is committed to inclusion and supporting learning opportunities for each individual.

1.2 This policy is based on the Equality Act 2010 which provides a single, consolidated source of discrimination law, covering all aspects of discrimination that are unlawful.

Definition of Disability

2.1 The definition of disability is described as a person having a physical or mental impairment (this includes a sensory impairment), and the impairment has a substantial and long term, adverse affect on the person's ability to carry out normal day to day activities.

2.2 The definition from the Equality Act 2010 also includes some medical conditions; HIV, multiple sclerosis and cancer are all considered to be disabilities, regardless of their effect.

Aims

3.1 Each Academy aims to provide appropriate support, resources and facilities to meet individual needs and to encourage all pupils/students to achieve.

3.2 The Academy aims to:

- Comply with the requirements of all the legislation contained within the Equality Act 2010.
- Have due regard to the need to eliminate discrimination and other conduct prohibited by the Act.
- Advance equality of opportunity between people who have a shared characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.
- Ensure there are no practices which could result in unfair, less favourable treatment on the basis of race, ethnicity, sex, gender, sexual orientation and religion/belief.
- Promote positive attitudes towards people with a disability.
- Encourage disabled people to play an active part in the Academy community.

Disability Equality Objectives

4.1 The Academy is required to publish, at least every four years, specific and measurable objectives based on the evidence collected, in relation to:

- Disability
- Religion / Belief
- Sexual orientation
- Sex (gender)
- Gender Identity
- Race
- Ethnicity

4.2 Each objective should be shared with all stakeholders.

Accessibility

5.1 The Academy is required to develop accessibility plans. The plan should focus on the following areas:

- To develop participation in the curriculum for pupils/students with disabilities.
- To improve the physical environment to enable disabled pupils/students to take better advantage of educational opportunities.
- To improve access to information for parents/carers and pupils/students with disabilities.

Monitoring Equality Issues

6.1 The Academy will aim to:

- Review the Equalities objectives annually.
- Ensure staff receive appropriate training on the Equality Act 2010.
- Review Academy data to identify any areas of inequality which may need to be addressed.
- To review other policies in light of this duty, including Behaviour, AntiBullying, Collective Worship and Communication with Parents/Carers.

Roles and Responsibilities

7.1 A member of the Governing Body of the Academy will have a watching brief regarding the implementation of this policy.

7.2 The Principal is responsible for implementing the policy and for ensuring that all staff are:

- Aware of their responsibilities and are given appropriate training and support.
- Take appropriate action in any cases of unlawful discrimination.

A senior member of staff for the Academy will have day-to-day responsibility for co-ordinating implementation of the policy.

All members of staff of the Academy are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Deal with any prejudice-related incidents that may occur.

- Support pupils in their class for whom English is an additional language.
- Keep up-to-date with equalities legislation relevant to their work.

Recruitment of Staff

8.1 The Academy should ensure that policies and procedures will benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development. This should apply:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or status.
- Whatever their sex (gender) and sexual orientation.
- Whatever their gender identity.

8.2 When relevant, this should also apply in respect of pregnancy/maternity, age and marriage/civil partnership.

May 2017

Next update: May 2018

Signed

A handwritten signature in black ink, appearing to read "Steven Zdolny". The signature is written in a cursive style with a large initial 'S'.

Steven Zdolny