



POLICIES AND PROCEDURES

North Huddersfield Trust School Disability Equality Policy

Last updated September 2018

Definition of Disability

The Disability Discrimination Act 1995 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'.

According to the Disability Discrimination Act, 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:

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.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

This definition includes, but is not limited to, people with hearing and visual impairment, cerebral palsy, muscular dystrophy, mental health issues, ADHD, autistic spectrum disorders, Down's syndrome and hydrocephalus, cystic fibrosis, severe asthma, diabetes, cancer, MS, epilepsy, sickle cell anaemia, HIV, facial disfigurement, severe dyslexia and eating disorders

Context of the policy

The 2005 amendments to the Disability Discrimination Act place a duty on the school to have regard to the need to:

- Promote equality of opportunity between disabled people and others
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled people related to their disabilities
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take account of disabled people's disabilities even when that involves treating them more favourably than non-disabled peers.
- Monitor and report on the impact of our policies.

The Special Educational Needs and Disability Act 2001 means that:

- It is unlawful to treat disabled pupils less favourably than non-disabled peers
- Reasonable adjustments must be made to ensure they are not put to a disadvantage
- Plans are made to increase access to education over time (Accessibility Plan)

This policy sets out ways in which North Huddersfield Trust School aims to meet its duties. It should be read in conjunction with the following school policies:

- SEND Policy
- Equality and Diversity Policy
- Accessibility Plan
- Attendance Policy
- Safeguarding Policy
- Behaviour Policy
- Admissions Policy
- Curriculum Policy

School Ethos, Vision & Values

North Huddersfield Trust School is committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We encourage a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

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

How Disabled People have been Involved in the scheme

North Huddersfield Trust School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

Disabled pupils:

We have identified our disabled pupils and organise inclusive social events offering opportunities for all of our students to attend. These include both on site and off site and overnight visits.

We actively encourage all students, including disabled students, to share their views in a variety of settings, including:

- Annual Reviews for students subject to an EHCP
- Individual Support Plans for all students identified by the SEND register
- Parents' evenings
- School Council
- Year Team structure, including Form Tutors
- Assemblies
- Independent survey providers such as PASS (Pupils Attitude to Self and School).
- Home / school communication using the Student Planner/FROG/MyEd
- PSHCE lessons
- Support for national events such as Anti Bullying Week

Disabled staff:

North Huddersfield Trust School follows the Kirklees policy of staff recruitment and does not discriminate in any respect of employment, promotion or training of staff. Many of our staff are recruited from the local community and our staff group reflects a level of diversity which supports the student population.

We ask all staff to identify any barriers that affect them and how we can plan to overcome them. The information is recorded on the SIMS system and the school provides reasonable adjustments for staff who have identified themselves as disabled. The school allows disabled staff additional time off for treatment for their condition without penalising them.

Disabled parents/carers:

At all opportunities – such as review evenings and other meetings we consult with parents and carers with reference to identifying any barriers and how we can improve the way we meet their needs.

Disabled members of the local community:

North Huddersfield Trust School is part of a Private Public Partnership with SPIE who manage the school premises. SPIE have a copy of our plan to inform operation and support to any disabled members of the community who may access the school premises out of school hours.

Learning Opportunities

We ensure that all our students have access to the widest possible curriculum with the implementation of the following:

- Teaching and learning that considers the variety of teaching and learning styles, abilities and differentiates accordingly
- A broad and balanced curriculum
- Extensive range of extra-curricular activities available to all
- Rigorous target setting and monitoring progress by use of progress and attitude reports and individual monitoring and intervention
- Access to a widening curriculum in KS4
- Support through transition from KS2 right through to KS5
- Student Development Plans developed with parents and school to underpin learning
- Student Development Centre; learning support provision for KS3 and KS4
- An alternative provision centre; to support learning in KS3
- Work Experience placements with extended opportunities where appropriate
- Established links with local colleges and other post 16 providers
- Established links with Trust partners
- Established links with external agencies
- Regular reviews with students who have an EHCP.

Admissions, Transitions, Exclusions

North Huddersfield Trust School works closely with partner primary schools within the North Huddersfield Learning Community. As a group, we work collaboratively with all aspects of transition providing details, opportunities for discussion, support and collaboration supporting a smooth transition from KS2 to KS3. The school attends annual reviews of prospective students from year 5. There is an established year team structure in place with a static Progress Leader for Year 7 who is a specialist in supporting transition and identifying students with learning disabilities prior to and upon admission.

Behaviour and Exclusions

The behaviour policy is implemented with reasonable adjustments for disabled pupils Exclusions at North Huddersfield Trust School have decreased considerably in recent years and students whose behaviour is challenging have their needs discussed with all professionals concerned before any decision to exclude is taken

The school's anti-bullying policy refers to various forms of bullying which includes bullying that can be directed at disabled children and adults.

Medical health and Personal Care Needs

The school has adopted the medical policy as recommended by the Local Authority with few amendments. Suitable numbers of staff have been trained to support the policy in school. There is an understanding in school by staff of the variety of medical needs presently and this is a process that is reviewed in accordance with admission procedures, at least annually.

Health and Safety

Evacuation procedures are in place and take full account of the needs of students. Medical /Health plans are in place for the meeting of health needs of the administration of medication

as identified by the Medical / Health Plans. The school is signed up to the Anti Bullying Charter.

Assessing the impact of our policy

We assess the impact of our policies by monitoring:

- Achievement and attainment
- Attendance
- Surveys such as PASS
- Formal and informal consultation with stakeholders (staff, students, parents/carers and other partners)
- Annual reviews of students who have an EHCP.
- Consultations with the School Council
- Pupil views recorded during PSHCE lessons
- Student voice

Responsibility for the Policy

The *Governing Body* is responsible for ensuring that:

the school complies with all equalities legislation relevant to the school community;

the school's Equality policy is maintained and updated regularly;

that procedures and strategies related to the policy are implemented;

the named Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents

The *Headteacher and Senior Leadership Team* are responsible for:

along with the Governing body, providing leadership and vision in respect of equality and diversity;

overseeing the implementation of the Equality and Diversity Policy;

co-ordinating the activities related to equality and diversity;

ensuring that staff are aware of their responsibilities and are given relevant training and support;

taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination.

All Staff are responsible for:

Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;

Not discriminating on grounds of race, disability, or other equality issues;

Keeping up to date with equalities legislation by attending training events organised by the school.