



Part of United Learning

NOTES:

Disability Equality Duty

Introduction

The Academy will aim to ensure its accessibility plan is resourced, implemented, and reviewed and revised as necessary in line with the Equality Act 2010. The Governing Body has three key duties towards disabled students:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled students in the three areas required by the planning duties in The Equality Act:

- Increasing the extent to which disabled students can participate in the Academy curriculum.
- Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The purpose and direction of the Academy's plan: vision and values

The Cornerstone Academy will endeavour to provide equality of opportunity for students who have, or have had, a disability which makes it difficult for them to carry out day-to-day activities and to access the full curriculum offered.

The Equality Act states that it now places a duty to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Take steps to account for disabled persons' disabilities even when it involves treating disabled persons more favourably than other persons

The act states that all staff should not expect students with a diagnosed disability e.g. Dyspraxia, ADHD etc. to perform or conform to expectations they cannot reasonably be expected to achieve.

Definition of Disability

In determining "disabled" access provisions, it must first be understood what being disabled or having a disability means.

"Disability" is currently defined as:

"A physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".

Explanation of terms:

Impairment: Physical impairments affecting the senses, such as sight and hearing.
Mental impairments including learning disabilities and mental illness (if it is recognised by a respected body of medical opinion).
People with stress related illnesses and conditions such as chronic fatigue syndrome may be covered if there are long-term and substantial adverse effects. Those with other long term chronic conditions (such as asthma, diabetes, heart disease, arthritis, Repetitive Strain Injury or epilepsy) may also have legal protection.

Substantial: For an effect to be substantial, it must be more than minor or trivial and includes: progressive conditions where impairment is, or is likely to become, substantial, such as cancer, multiple sclerosis, muscular dystrophy and HIV. People with such conditions are covered by the Act from the moment there is a noticeable effect on day-to-day activities, however slight.

These are the effects that may be seen

- Inability to see moving traffic clearly enough to cross a road safely,
- Inability to turn taps or knobs,
- Inability to remember and relay a simple message correctly.

Long-term: These are effects that.

- Have lasted at least 12 months, OR,
- Are likely to last at least 12 months, OR,
- Are likely to last for the rest of the life of the person affected.

Long-term effects include those that are likely to recur, for example, an effect will be considered to be long-term if it is both to recur, and to do so at least once beyond the 12-month period following the first occurrence.

Day-to-day activities:

- Day-to-day activities are normal activities carried out by most people on a regular basis, and must involve one of the following broad categories:
- Mobility - moving from place to place
- Manual dexterity - for example, use of the hands
- Physical co-ordination
- Continence
- The ability to lift, carry or move ordinary objects
- Speech, hearing or eyesight
- Memory, or ability to concentrate, learn or understand
- Being able to recognise physical danger

Under the Equality Act, “discrimination” is defined as:

- Unjustifiably treating someone less favourably for a reason relating to his or her disability.
- Failing to make a reasonable adjustment where any arrangement or physical feature places a disabled person at a substantial disadvantage

When considering issues of justification and/or reasonableness a very high-test is/would be applied by the courts. As a minimum the Academy would probably have to show:

- Proper consideration was given which weighed up the arguments for and against and included financial, medical and expert opinion
- It enabled any individual affected by a decision to comment/make representations before any action
- It came to a reasoned conclusion based on evidence rather than speculation or assumptions
- The process of considering the issue had a clear audit trail
- A general approach that was supportive, flexible, and understanding of disabled peoples' needs and requirements
- The final decision was made at a senior level

Use of Language

Terminology is vitally important in disability, since often it is seen to reveal subconscious prejudice on the part of the user. Whether or not this is true, it is advisable to check in all cases that the terminology used is acceptable.

The word 'special' conjures up all types of images. Disabled people do not really want to be treated differently from anybody else.

The following list gives guidance on some levels of acceptability on the use of language

Unacceptable

The Disabled
Handicapped
Normal
Spastic
Wheelchair bound / Confined
The Deaf
The Blind
Disabled toilet
Mental handicap
Victim of...
Crippled by...

Acceptable

Disabled People
Disabled People
Able-bodied
Person with Cerebral palsy
Wheelchair user
Deaf people
Blind people
Accessible or adapted toilet
People with learning disabilities
Person who has...
Person with...

Medical labels are undesirable

It is important to gain a general understanding of words and phrases that may give offence to disabled people. These are likely to change over time as individuals' preferences change and the perception of 'political correctness' is understood.

All relevant policies should reflect the information contained within this policy.

All staff should consult Inclusion Plans or Behaviour Action Plans for all students and make appropriate notes in their register or planner. Copies of plans are available on provision map. Behaviour Action Plans are available from the Head of Year and are on provision map.

Staff

The Cornerstone Academy is committed to the creation of a diverse workforce, which more accurately reflects the customers and community we serve. The Academy's aims are to create the conditions where staff are treated solely based on their merits and to ensure that the Academy is both open to, and representative of, all

sections of the community. It is Academy policy to ensure that disabled applicants and staff receive fair and equal treatment.

Accessible buildings

The overarching aim is that all Academy buildings are accessible to disabled staff, students and visitors as far as is practicable.

Information

We recognise the importance of collecting, analysing, and acting upon information, if we are to discharge our equality duty. Accordingly, we will collect the following information where appropriate:

- Data on the employment of people with a disability. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations.
- Qualitative information from disabled employees or would-be employees. This could include an exit questionnaire.
- Data on students with a disability upon entry to the Academy
- Performance data for children with a disability.
- Disciplinary data for children with a disability and
- Qualitative and quantitative information on the effect of interventions regarding children with a disability.

There will be an audit annually of the Academy's strengths and areas for development in working with disabled students. This will include information on:

- The level of staff awareness of what the Equality Act requires of them.
- The presence of disabled students in the Academy and the pattern of their participation in the life of the Academy.
- The impact on disabled students of the way the Academy is organised, for example:
 - Academy's policies, practices and procedures relating to anti-bullying, Academy trips, the way risk assessments are carried out, learning and teaching, timetabling, the administration of medicines.
 - the physical environment of the Academy.
 - the curriculum.
 - the ways in which information is currently provided for disabled students.
 - the priorities currently set-in other plans, particularly the Academy Improvement Plan.

The Involvement of Disabled People

We are committed to the involvement of disabled people in the development of this statement and plan to take the following steps to secure this involvement:

- Disabled members of the Academy community will continue to be asked for their opinions.
- Union representatives will be asked for their views.
- The Academy will have regard to the Local Authority protocol; and
- The Academy Student Council will be asked to comment on the treatment of disabled students by staff and their fellow students in Academy.

The main priorities in the Academy's plan

Increasing the extent to which disabled students can participate in the Academy curriculum:

- Time considerations should be considered when moving from one part of the building to another.
- Work should be scaffolded to consider all levels of disability in the classroom.
- Attention should be paid to the font size of all work produced and it is recommended that when typed, Arial format should be used when possible.
- Work should be set out in short manageable tasks rather than as a list of questions when possible.
- Any diagrams should be clear and understandable.
- Attention should be paid to the contrast between the colour of ink used and the background colour.

Improving the delivery of information might include making information available:

- In Braille, in large print, in simplified language, on audiotape, on videotape, through sign language, using a symbol system.

Identifying the appropriate format must take account of:

- Students' differences/impairments: access to information may be improved for groups of students by particular approaches, for example: students with learning difficulties may be able to access information more easily where it is provided in simplified language; students with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems.
- Preferences expressed by students or their parents/carers

Physical Disabilities

Vision

Particular attention should be paid to

- Position in the classroom of the student.
- Use of appropriate clear diagrams.
- Good contrast between colours when using coloured paper/ pens.
- Staff should be aware of inappropriate mixes of colours for colour blindness.
- All information provided to non-disabled students should be available in an appropriate format for those who are disabled.

Hearing

Particular attention should be paid to

- Teacher's position in the classroom in relation to the student.
- Use of hearing equipment.
- Allow students who lip-read to be able to see your mouth when talking.

Other disabilities

- Please refer to the Teaching checklist that is circulated termly and is available on academy network

Neurological disorders

ADHD

- All staff must be aware of the students who are students with ADHD
- All staff to make sure that this information is on their seating plans.
- This information should be given to supply staff

- Students should not be punished for lack of concentration but encouraged to refocus
- Attention should be paid to information provided in the teaching and learning checklists.

Autistic Spectrum Continuum (ASC)

- All staff must be aware of the students who are students with ASC
- Particular attention should be paid to group situations and the makeup of students in the group
- Students should be made to feel as secure as possible they respond much better to a calm voice
- Students prefer to have clear concise instructions
- All students with ASC will be given the opportunity to take part in social skills training
- Attention should be paid to information provided in the staff handbook

Other disabilities

Please refer to the information provided in the Differentiation handbook, which can be accessed in the [Teams/ALL staff/Differentiation checklist](#) in the shared documents on the network.

Management, coordination and implementation

The planning process:

The Academy's plan will show:

- How the governing body takes responsibility for the Academy accessibility plan and sets a clear direction for it
- How and when the plan will be reviewed and revised, including how anyone might contribute to that process
- A mechanism for the evaluation of the plan
- The variety of evidence that will be used in the evaluation of the plan

Related policies and plans

- Academy Improvement Plan
- SEN policy
- Health and safety policies
- Disability Equality Action Plan

Implementation:

The plan will:

- Allocate lead responsibilities
- Set out clear timescales
- Make clear what the anticipated outcomes are, with performance criteria where necessary
- Build in review mechanisms and dates

Access to the Academy's Plan

The Academy will make its disability equality policy and action plan available in the following ways:

- On request from the Academy office
- Making the plan available in different formats
- Ensuring the plan is readable and has considered the use of jargon/acronyms; typeface/font size; how easy it is to find your way around

Date of this review:	Spring Term 1 2025	Review Period:	3 Yearly
Date of next review:	Spring Term 1 2028	Author:	K.Stray
Type of policy:	Cornerstone		
Approval By Principal: Mr C Phillips			