



The Willows School  
Academy Trust  
Learning - Achieving - Succeeding

## Equalities Act

***IMPORTANT: The Willows Academy does not tolerate any form of abuse, radicalisation or extremism toward children or young people.***

We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come.

### **POLICY**

This policy sets out our approach in both identifying safeguarding risks in connection with disabled children and adults. Any questions regarding its operation should be addressed to Mr M. Shaw (head of school).

The Willows, as it continues to strive for excellence, works towards supporting the development of new ideas, a spirit of innovation and enterprise that continues to raise the expectation and personal achievements of all young people. The Equality Act (2010) became law on 1st April 2010. This placed a duty on all public bodies including education authorities and academies, schools to have due regard for the following principles when carrying out their normal functions.

1. Promote equality of opportunity between disabled people and other people.

2. Eliminate discrimination that is unlawful under the Disability Discrimination Act.
3. Eliminate harassment of disabled people that is related to their disability.
4. Promote positive attitudes towards disabled people.
5. Encourage participation by disabled people in public life.
6. Take steps to meet disabled peoples needs even if this requires more favourable treatment.

These duties will apply to disabled pupils, staff, parents and members of the public, who may use the academies facilities.

### **HEALTH & SAFETY /SAFEGUARDING**

The Willows is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff believe that the school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and they strive to provide this within their classrooms. All staff are aware and follow health and safety guidelines (please see the Safeguarding Policy for more details).

### **THE NEW DEFINITION OF DISABILITY**

The definition of a disability has been changed under the new act. It states: - "A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities." To fall within the act a person must be substantially affected by their disability in one of the following capacities.

- Mobility

- Physical Co-ordination
- Manual Dexterity
- Continence
- Ability to lift, carry, or otherwise move everyday objects
- Speech, hearing and eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

**IMPAIRMENT** Includes physical impairment affecting the senses such as sight and hearing.

**MENTAL IMPAIRMENT** Includes learning difficulties and mental illness. The need for this to be clinically recognised has been removed.

**SUBSTANTIAL** Means not trivial.

**LONG TERM** Means having lasted at least 12 months or expected to last at least 12 months, or likely to last the rest of the life of the person affected.

Since the initial definition of disability it has now been amended and will include the following:

1. All those with cancer or surviving cancer
2. Those with HIV or Multiple Sclerosis from the point of diagnosis

**PRINCIPLES** The principles of the Act are to promote disability and equality using the following criteria.

- Proportionality - balancing other needs and factors.

- Effectiveness - does it work?
- Involvement of local disabled people, staff, children and service users.
- Transparency - can the process and expenditure be tracked?

Taking account of these principles The Willows will be proactive in its approach to disability equality in all of its decisions and activities, always taking due regard of the need to promote disability equality in proportion to its relevance. It may not always be possible to adopt the course of action which will best promote disability equality, however, we will ensure it has paid due regard to the requirements to promote this, alongside other competing requirements.

The Willows will also take action to tackle any consequences of decisions in the past, which may have failed to give due regard to disability equality. We are committed to fulfilling all of the Discrimination Acts and the implementation of the new act.

The Willows Academy already reviews, monitors and revises, as appropriate, all systems, procedures, facilities, services and buildings in compliance with the Disability Discrimination Act 1995, Special Educational Needs and Disability Act 2001, in addition to The Human Rights Act 1998. The school creates, maintains and disseminates any information about services, support and facilities available for staff, students, graduates, visitors and prospective staff and students with disabilities.

The Willows collates a wide range of data and tracking of pupil attainment, progress. Subject leaders collate relevant information for the school SDP/SED. To this end, the Family Support Worker is charged with advising and supporting all children who experience significant difficulties within this framework.

**What process is there for assessing the impact of policies, practices and procedures on the disabled people?**

All Safeguarding Policies are reviewed by Governors annually systems are reviewed every two years or more should the need arise. Regular risk assessments by the Leadership Team, Safeguarding Committee and SENCo as necessary.

### **What ways are there for assessing the strengths and weaknesses of the organisation in promoting disability equality?**

The tracking of pupil performance across KS2/3/4/5 allows individual, group and year cohorts results to be analysed and areas for improvement can be identified. The introduction of RAISEonline will facilitate the use of question analysis to show strengths and weaknesses of every subject.

### **WHAT SHOULD THE SCHEME COVER?**

The Achievement of Disabled Pupils Pupil tracking systems are used in Oakwood Disability in the Curriculum Access arrangements and special consideration re exams and other specialised equipment are in place.

Teaching and Learning Oakwood has an active Council, including a pupils' voice team.

Teaching and learning is a main priority in Oakwood's improvement plan.

Developing a voice for disabled pupils, staff and parents, achieved through Annual Reviews, Personnel Files plus the induction packages for new members of staff.

### **Removing barriers physical, communication and curriculum**

The Willows has addressed these barriers and will continue to do so.

### **Eliminating Bullying and Harassment**

The Willows has relevant Bullying and Anti bullying and Harassment Policies.

### **Employing, promoting, and training disabled staff**

The Willows will provide all staff with an opportunity to highlight any future training and development needs of each member of staff.

### **Monitoring and Assessment**

All monitoring and assessment processes are firmly embedded into the everyday life at Oakwood and collates a wide range of data and tracking of pupil progress. Subject leaders collate relevant information for their subject SED or suitable recording data system.

### **Governance and relations with parents**

This is addressed in the letters and information to parents re- Parents online newsletter and the induction pack. Breaks, lunchtime and after day activities and trips and how Oakwood involves disabled people.

The Willows actively encourages all disabled young people to have full access to all aspects of school life e.g. representation on the school council.