



MULTI ACADEMY TRUST

# *DISABILITY EQUALITY SCHEME POLICY*

THE DOVER FEDERATION FOR THE ARTS  
MULTI ACADEMY TRUST

Signed by:	Awaiting Chairman's Action
Policy reviewed and ratified:	September 2018
Policy review date:	September 2020

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Board of Trustees has had three key duties towards disabled students under Part 4 of the DDA:

- 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 Disability Equality Scheme sets out the proposals of the Board of Trustees of the DFAMAT to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the curriculum.
- Improving the environment of the Trust 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 disabled.

It is a requirement that The Federation's scheme is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how The Federation will address the priorities identified in the Scheme.

## **Vision and Values**

The Federation is committed to promoting disability equality and welcome the introduction of this duty. Achieving disability equality lies at the heart of our Trust's aims and mission statement. We want to deliver real outcomes for those who are disabled and are parents of disabled students. We aim to provide practical improvements in the day to day life of disabled students.

In this scheme, we acknowledge that disability is a consequence of barriers that prevent a number of people accessing maximum participation. In the Dover Federation for the Arts Multi Academy Trust we are committed to identifying and removing these barriers in all areas of Trust life. The scheme contains action plans for delivering improvements. It is our intention to report annually on the progress of this plan and to review it every 3 years.

Involvement and empowerment of disabled people will ensure they have a greater voice and influence in all Trust's improvement plans. In our Disability Equality Scheme we aim to make sure disability equality is integral to our everyday business.

The Dover Federation for the Arts Multi Academy Trust Disability Equality Scheme reflects the key requirements set out in the National Curriculum Inclusion Statement whereby the Trust:

- Sets suitable learning challenges.
- Responds to students' diverse needs.
- Overcomes potential barriers to learning and assessment for individuals and groups of students.
- Identifies a focus on outcomes for disabled students.

Our Disability Equality Scheme and the general duty to promote disability equality will be referenced in our key strategies and policies as they are developed and reviewed. Implementing the scheme and the action plan will be the collective responsibility of everyone and we welcome comments and suggestions from disabled students, parents, guardians, carers, community groups and other stakeholders and interested parties.

### **Gathering and using information**

The Trust will undertake an audit to determine the nature of the students' population and adult population with regard to disability using the Social Model approach outlined in DfES guidelines.

The participation of disabled students in Trust trips and off-site learning is monitored by the appropriate Educational Visits Co-ordinator and appropriate provision made through risk assessment to ensure provision is widely accessible.

Outcomes for disabled students, including analysis of data, will be monitored. Advanced information about students transferring between the key stages is integral to The Trust's successful Key Stage transition procedures.

### **Involvement and Consultation**

The Trust provides training for key staff to raise awareness of issues relating to the Disability Equality Scheme.

### **Increased access to the curriculum for disabled students**

In the Trust, the Disability Equality Scheme will support interventions into the learning processes of disabled students to maximise participation and achievement. We will promote educational, personal, social and emotional development by providing a supportive environment with appropriate deployment of teaching and learning support and peer support.

We will identify the specific needs of disabled students and implement, monitor and co-ordinate provision for them. We will emphasise the responsibility of the whole Trust in ensuring that disabled students make appropriate progress by setting realistic but challenging targets for them including the use of P scales for students below level 2 on the National Curriculum.

Schemes of work will be developed across all subject areas by curriculum leaders so that they provide all disabled students with relevant and appropriately challenging work at each key stage. We will promote the use of additional computer technology that is appropriate for disabled students.

The Disability Equality Scheme will ensure an effective partnership with disabled students to establish strategies which are understood and agreed by all. Effective partnerships with parents of disabled students will continue to be a priority within the Trust including dissemination of information regarding progress and consultations for target setting.

We aim to maintain and develop effective partnerships with all agencies involved with the disabled students, educational and social development and encourage innovative

partnerships between statutory and voluntary agencies to widen opportunities available to disabled students (including specialist career advice and work placements). We will expand and collate knowledge of prospective disabled students through cross phase liaison to ensure continuity and smooth transition from:

KS1 – KS2

KS2 – KS3

KS3 – KS4

KS4 – POST 16

The Disability Equality Scheme will promote the training of teachers and support staff on issues relating to disability and curriculum access. It will ensure that all members of staff have access to a list of disabled students to inform lesson planning and curriculum review.

We aim to promote a flexible and personalised learning pathway for disabled students that will take account of differing ability levels, carefully monitored withdrawal sessions and access to therapies. We will promote access of all disabled students in special events, extra-curricular activities and Trust trips.

### **Implementation, leadership and management**

There is a commitment from Senior Leaders and Trustees to the principles and requirements reflected in the General Duty and the specific duty to implement this Disability Equality Scheme. During the development of new building projects disability requirements were built into the design of the building and resourcing arrangements.

The implementation of the Disability Equality Scheme will be in conjunction with other Trust policies.

The Senior Executive Leader has overall lead responsibility for implementation but the Principal will have operational responsibility in conjunction, as appropriate, with the Trustees of Learning Support. The scheme will be co-ordinated with other services and agencies for example, Social Services, the LA's accessibility strategy and health agencies.

### **Impact assessments**

The Trust has identified disability as a specific cohort for data analysis which enables staff to use the information for informing Learning and Teaching. It also will be part of our exam and test results analysis procedure. Continuous Professional Development for all staff will help raise awareness of the Disability Equality Scheme and the implications for college life. There is a commitment by the Federation to publish and review the results of impact assessments and use this to monitor future impact.

### **Publication and reporting**

The plan will be signposted in the Trust's Improvement Plans and made available to all staff in the annual updating of the staff handbook. The plan will also be available on the Trust website so that it is accessible by the wider Trust community. The scheme will be easily readable as it is Trust policy to avoid the use of jargon and acronyms. Making the scheme available on the website enables individuals to put it into any size font that is required.

The Board of Trustees are required to report to parents on arrangements for disabled students and parents, guardians or carers. The Trust is fully DDA compliant. It has disabled toilets and access to all areas.

### **Support from within and beyond the Trust**

Support and advice are frequently being sought from outside the Trust from services, other agencies and organisations, together with Parent Partnership and also cross Local Authority SENCO meetings.