

GROUNDWORK SOUTH AND NORTH TYNESIDE

Disability Equality Scheme and Disability Accessibility Plan for Learners

Date	Review Dates	Review Date	Review Date	Review date
July 2018	July 19	July 20	July 21	July22

Groundwork STAN believes this policy relates to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

We believe that we work hard to ensure that the culture and ethos of this learning provision are such that, whatever the abilities and needs of members of the learning community, everyone is equally valued and treat one another with respect. This school provides young people with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFE in July 2002.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in the life of our educational provision.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the learning premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for staff and young people which result in improved outcomes for disabled young people, parents/carers and staff in all aspects of Route to Work life.

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We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our young people to experience success, happiness and excellence. All learners will benefit from the disability equality scheme as it will allow them to take full benefit of the opportunities that this provision offers.

We are committed to providing a fully accessible environment which values and includes all young people, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aim

- To ensure that all staff with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the learning community for young people, prospective young people and our adult users with a disability.

Responsibility for the Policy and Procedure

Role of the Trustees/Governors

The Trustees/Governors have:

- appointed a member of staff to be responsible for special educational needs and disabilities (SENCo);
- delegated powers and responsibilities to the CEO to ensure all staff and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled young people in our admissions and exclusions, and provision of education and associated services
 - treat disabled young people less favourably
 - take reasonable steps to avoid putting disabled young people at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual young person are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the young person and parents right to confidentiality;

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- the responsibility of providing all young people with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual young people and their preferred learning styles;
- the responsibility to develop a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of young people

Role of Route to Work Staff

Staff will:

- comply with all aspects of this policy;
 - implement the equalities policy and schemes;
 - liaise with the SLT to discuss what changes are needed to the physical environment of the provision, to the provision of information and to the delivery of the curriculum;
 - report and deal with all incidents of discrimination;
 - attend appropriate training sessions on equality;
 - report any concerns they have on any aspect of the learning community;
 - maintain high standards of ethics and behaviour within and outside the learning environment and not to undermine fundamental British values;
 - work in partnership with parents and carers keeping them up to date with their child's progress and behavior.
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- All aspects of this policy
 - Disability Equality Scheme and Disability Accessibility Plan for Pupils
 - Special Educational Needs & Disabilities
 - Disabled Access
 - Equal opportunities
 - Inclusion

It is a requirement under the Equality Act 2010 to have an accessibility plan.

Each young person who joins our learning community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

The purpose of the accessibility plan is to ensure that all young people have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which young people with disabilities can participate in the curriculum;
2. Improving the environment of the provision to increase the extent to which young people with disabilities can take advantage of education and associated services;
3. Improving information delivery to young people with disabilities.

The Trustees/Governors also recognise its responsibilities towards employees with disabilities, and will:

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- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long -term' Negative effect on your ability to do normal daily activities.

Development and Review

- The accessibility plan is guided by the principles and procedures in R2W's Equality Policy.
- The plan will be on the College website and reviewed annually by the leadership team to ensure it is effective.

We have in place an Accessibility Action Plan designed to increase the accessibility of provision for all learners, staff and visitors to the school, to make improvements in the provision of information and to increase access to the curriculum. The plan is as follows: (See Accessibility Plan)