**Accessibility, Disability & Equality scheme Procedure**

This policy is informed by and based upon:

* The Disability Discrimination Act 1995 (DDA)
* The Equality Act 2010

**School aims**

The Tutorial Foundation works in accordance with the Equality Act 2010.

The Tutorial Foundation is by intention an inclusive school and the staff support the Disability Equality Duty and welcome the opportunity to write a Disability Equality Scheme and Accessibility Plan for they believe wholeheartedly in the principle of equal opportunity for all. The school is committed to achieving its primary aim to promote quality in all aspects of life including promoting pupils’ spiritual, moral, social and cultural development (including the fostering of British Values), in order to develop well qualified, confident, co-operative, appreciative individuals ready to play positive roles in today’s and tomorrow’s society.

In accordance with the school code of conduct, everyone at The Tutorial Foundation is treated with respect and dignity and given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, special needs, sexuality or disability. The school promotes race equality, oppose racism in all its forms, and foster positive attitudes and commitment to an education for equality. The Tutorial Foundation reflects the ever changing and diverse society. There is an awareness of the changing nature of culture and of the need for ongoing review and evaluation of this policy in order to maintain its relevance and effectiveness. The Tutorial Foundation promotes the right of every child to work in a secure and supportive environment where they are respected and where they in turn respect others and attain the highest standards of education possible; this right extends to our staff. Discrimination will not be tolerated at The Tutorial Foundation. This policy sets out the School’s commitment to tackling discrimination and promoting equality.

**Background**

The Disability Discrimination Act 1995 placed a general duty on schools to ensure we have due regard for the need to:

* eliminate unlawful disability discrimination
* eliminate disability related harassment
* promote equality of opportunity between disabled people and others
* promote positive attitudes towards disabled people
* encourage participation by disabled people in public life
* take steps to take account of disabled people’s disabilities even where that involves treating disabled people more favourably than others

All schools are required to produce a Disability Equality Scheme. This scheme must include:

* a statement of how disabled people have been involved in developing the scheme
* an action plan that includes practical ways in which improvements will be made
* information about the arrangements in place for gathering information about the extent to which the School has met its targets on disability equality

All schools must prepare a written accessibility plan and make reasonable adjustments so that the school does not discriminate against the disabled, ensuring they are not disadvantaged because of their disability and guaranteeing that this information is available to everyone. However, it should be noted that any adjustment is only reasonable if it does not impinge negatively on other people

From 1 October 2010, the Equality Act 2010 replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in a number of areas including education. The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled. Protection is also now extended to students who are pregnant or undergoing gender reassignment.

The definition of disability under the Equality Act 2010 In the Act, a person has a disability if:

* they have a physical or mental impairment
* the impairment has a substantial and long-term adverse effect on their ability to perform ‘normal day-to-day activities’. For the purposes of the Act, these words have the following meanings:
  + **'substantial'**  means more than minor or trivial
  + **'long-term'** means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
  + **'normal day-to-day activities'** include everyday things like eating, washing, walking and going shopping People who have had a disability in the past that meet this definition are also protected by the Act.

The Tutorial Foundation recognises that disability can be a social issue and that an impairment can cause a person to be disabled because of the social, attitudinal and environmental barriers that the person faces (this is known as the Social Model of Disability). The Social Model is not a law, but was developed by disabled people to challenge the Medical Model of disability. The Disability Discrimination Act states that a disabled person (child or adult) is someone who has a physical or mental impairment which has a substantial and long term adverse effect in his or her ability to carry out normal day to day activities. A physical or mental impairment includes: a) sensory impairments b) impairments relating to mental functioning including learning disabilities c) and longer term conditions such as diabetes, epilepsy, HIV infection, cancer, multiple sclerosis.

**Development of the Disability, Equality & Accessibility Scheme**

All students and staff receive an induction on joining the school and are introduced to the various school policies, school environment, school ethos rules and regulations – eg TF Staff Handbook; Safeguarding, Induction, Admissions, Equality & Diversity and this policy.

Informed by this, any disabilities are identified and the Disability Equality Action Plan (see below) is updated.

**Monitoring**

To meet the Disability Equality Duty, The Tutorial Foundation monitors all aspects of School life to identify whether there is an adverse impact on people with disabilities. It is important to monitor the impact of the action taken to ensure that progress is made and that no adverse impact is occurring as a result of our actions.

The School will continue to monitor:

* Achievement of students by disability
* Provision for disabled students and staff (including numbers and type of disability)

Actions taken will be monitored regularly and the action plan updated annually.

Information gathered and measures taken so far by the school regarding the collation of material regarding disability is maintained in the administrator office.

A Health Care Plan for students with particular medical conditions (e.g. diabetes, serious allergies, epilepsy, heart condition) will be maintained

* Copies to be given to the Principal First Aider, Head of P.E. and to all staff who teach that particular student. Details on the Health Care Plan are reviewed each September by the parent/carer. The School will ensure all school policies are up to date and include relevant reference to disability so as to meet the disability equality duty. Additionally all other documentation published by the School or on the website shall refer to and meet the disability equality duty (e.g. staff handbook, information pack to parents, general information about the School, the School prospectus, School Travel Plan).

**Disability Equality Action Plan**

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| Target 2022-2023 | Action | Status |  |
| Identify which students, members of staff and parents have disabilities | Send out updated data collection sheet which in includes a section on disability | Nov 23 - 25 students with EHCPs identified. |  |
| Ensure that the physical needs of all the above parties are met | Annually review provisions and glean feedback from students, acting on suggestions where appropriate. Continue to make physical improvements to the site based on the knowledge of general disability needs. | Nov 23 – No students with physical disabilities on roll. |  |
| Ensure the medical needs of above are met Check all medical records of all students are in place. | Review Health Care Plans annually or as necessary. Ensure a database contains all necessary information. | Nov 23 -Database constantly updated |  |
| Ensure all sensory needs of above are met | Carry out improvements to the site if needed. | Nov 23 - No sensory actions needed. |  |
| Ensure the needs of students with Special Educational needs are met | Continue to inform staff about the needs of SEN students and organise appropriate training. | Nov 23 SEN requirements for all students documented and shared with teaching staff, both new students and students with EHCP reviews |  |
| Develop positive attitude to disabilities | Hold assemblies. Include positive images in posters and continue to hold assemblies regarding disability | Nov 23 -On going |  |

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|  | **By whom** | **Date** |
| **Policy signed off by** | Julia Low | 15.01.2016 |
| **Reviewed by** | Tim Low | 16.11.2023 |
| **Next Review By** | Julia Low | 30.11.2024 |