



**NOTTINGHAM**  
**FREE SCHOOL**

# **Disability Equality Scheme**

**2020**

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# Mission Statement

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At Nottingham Free School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Nottingham Free School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Check list for school staff and governors

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- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

# The Disability Equality Duty (DED)

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## Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has **a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities**'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

## The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

# The Disability Equality Duty (DED)

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## Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

## Additional implications for schools

### The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

### Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

### Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

# The Disability Equality Duty (DED)

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## **Election of parent governors**

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

# Making things happen

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At Nottingham Free School disability equality will be promoted in the school environment in the following ways.

- Promoting equality of opportunity between disabled people and other people.
  - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, by advertising Parent courses e.g. Dyslexia Action and ADHD.
  - Increasing staff awareness of disabilities through training. Ensuring that disabled pupils take part in enrichment and wider school activities
  
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
  - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
  - If a number of incidents have been prevalent within a particular year group, use Friendship groups, assembly or ABC contracts to investigate and address the issue with all pupils.
  
- Promoting positive attitudes towards disabled people.
  - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

# Making things happen

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- Promoting positive attitudes towards disabled people (continued)
  - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
  
- Encouraging participation in public life by disabled people.
  - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

## Action plan

The following action plan outlines what will be achieved in the 2020 – 21 academic year with regards to meeting the Disability Equality Duty.

Aspect of the Disability Equality Duty	Issue being addressed	Action to be taken & responsible staff	How will the impact of the action be monitored	Monitoring schedule
Promoting equality of opportunity between disabled people and other people	The parents of disabled children and young people (CYP) may not be aware of how to best support the learning of their child	<b>SENDCo:</b> Provide this bespoke information to relevant parents at parents' evenings, in newsletters and on the school website. Hold regular reviews of progress for parents of students with SEND. Provide appropriate careers advice and support to students and parents.	Questionnaire for relevant parents. Review meeting feedback. Link governor visits.	Termly
	Monitor the achievement of students with disabilities	<b>Senior Achievement Leader &amp; SENDCo:</b> Data systems to explicitly track the progress of all SEND students & teachers supported to secure strong achievement for these students	At Progress Checks throughout the academic year. Summary updates included in reports to governors.	Termly review of achievement data for SEND cohort
	Monitor the attendance of students with disabilities both to school and on trips, and other enrichment opportunities	<b>SENDCo:</b> Attendance systems to explicitly track the attendance of all SEND students. Enrichment Coordinator & HoYs to track the participation of all SEND students in enrichment opportunities*.	At half term attendance reviews and link governor visits.	Half-termly
Eliminating harassment of disabled people that is related to their disability	Bullying of students with disabilities	<b>Senior Pastoral Leader, HoYs &amp; PSHCE Team:</b> Plan and deliver a responsive programme of assemblies and PSHCE activities tackling discrimination, including all forms of disability. PSHCE programme to include roles models of disabled people.	Review of bullying log and behaviour data. PSHE programme plans for each year and lesson visits. Summary updates included in reports to governors.	Termly

Promoting positive attitudes towards disabled people	Use school environment to promote positive attitudes	<b>All staff (led by SENDCo):</b> Displays around school to feature positive role models and tackle themes of discrimination.	Review of displays around school	Termly
Encouraging participation in public life	Disabled students' participation in school forums /councils /interview panels/ community events	<b>Senior Pastoral Leader:</b> Ensure disabled students are invited to show visitors around school, take part in interviews etc. Students with SEND should be represented in all forums etc. within school.	*Participation log to include these activities	Termly

## **Monitoring and reporting**

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It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Nova Board and Local Governing Body, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

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For further information, please contact: Jodie Harnan - SENDCO