



# Disability and Equality Policy

## **IMPORTANT**

OAKWOOD ACADEMY WILL NOT TOLERATE  
ANY FORM OF ABUSE, RADICALISATION OR EXTREMISM  
TOWARDS  
CHILDREN OR YOUNG PEOPLE

## **OAKWOOD ACADEMY MISSION STATEMENT**

"Promoting learning excellence - Inclusion beyond the barriers".

## **Moral Purpose**

"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"

## **WORRIED ABOUT A CHILD?**

If you are worried About a Child or Young Person  
speak to a member of staff immediately.

**"SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY"**

## **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 the Head of School.

## **BACKGROUND**

Oakwood Academy caters for pupils with a range of complex learning and physical difficulties housed in a new PFI building. It is a centre of excellence, contributing to and 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 and is judged outstanding by OFSTED (July 2013).

The Equality Act (2010) became law on 1<sup>st</sup> 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**

Oakwood 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 Oakwood 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 Oakwood 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 for Oakwood 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. Oakwood will also take action to tackle any

consequences of decisions in the past, which may have failed to give due regard to disability equality.

Oakwood is committed to fulfilling all of the Discrimination Acts and the implementation of the new act. Oakwood already has a disability discrimination policy. This policy was created to maximise accessibility to the services and activities for staff and students with disabilities, it ensures no one is treated less favourably on the grounds of their disability.

The policy is used to develop a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss any reasonable adjustments in order to promote equal participation in the delivery of the services and activities.

Oakwood 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. Oakwood already creates, maintains and disseminates any information about services, support and facilities available for staff, students, graduates, visitors and prospective staff and students with disabilities.

Oakwood has a Disability Equality Scheme. This scheme/policy has been developed in consultation between the appointed SEN Governor, Head of School, Health and Safety staff member and has been reviewed by the LGB and School Council (made up pupils and staff).

### **What process is there for the collection and analysis of data in relation to disabled pupils?**

Oakwood collates a wide range of data and tracking of pupil attainment, progress. Subject leaders collate relevant information for the school SDP/SED. The Disability Adviser has responsibility for 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. Progress Managers will have responsibility for the performance and tracking of each member of their year group. The new Personnel File (to be introduced) will allow Oakwood to keep up to date personnel information on all employees.

## **Detail the action Oakwood will take and by when, and how we will know if it's achieved its objectives.**

See Action Plan.

## **Report on the progress every year and review and make appropriate revisions to this scheme at least every 3 years.**

Regular on going reviews by the Leadership Team, Oakwood Council, Nominated Governor, and regular Agenda Item on Governors' Quarterly Meetings.

## **WHAT SHOULD THE POLICY 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**

This is achieved through the participation of Oakwood Council, Annual Reviews, new Personnel Files and new introduction package for Year 7 pupils plus the induction packages for new members of staff.

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

Oakwood has addressed these barriers physical and will continue to do so.

### **Lettings and use by the Community**

Already addressed as a PFI building and is used by the community on a regular basis via Specialist Schools Programme.

### **Eliminating Bullying and Harassment**

Oakwood has relevant Bullying and Anti bullying and Harassment Policies.

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

Oakwood already employs disabled staff and the new digitised Staff Development and Training proforma 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. Oakwood's Disability

Adviser has responsibility for advising and supporting all children who experience significant difficulties identified within this framework.

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

This is addressed in the letters and information to parents re- Parents newsletter and induction booklet.

### **Breaks, lunchtime and after day activities and trips and how Oakwood involves disabled people.**

The pupils are supervised throughout the day and the EVOLVE/ Marsh Insurance ensures all out of day activities comply with the LA policy. Please refer to *Ms Brookes (disability advisor)* or *Mrs Murden (extended Oakwood coordinator)* for more information. Oakwood actively encourages all disabled young people to have full access to all aspects of Oakwood life e.g. representation on the Oakwood council, prefects etc. Permission slips for educational visits/ trips will need to be sent out and signed by parents and carers. All necessary Risk Assessments will need to be followed up.



## OAKWOOD ACTION PLAN 2018/19

<b>RAISE STAFF AWARENESS</b>	<b>HOW THIS WILL BE ACHIEVED</b>
<p>All new members of staff participate in training on Safeguarding/Child Protection. To inform all staff - Mrs L Southwood as the Designated Child Protection Person (DCPP) and the named Single Point of Contact (SPOC) in monitoring and the reporting to SLT including concerns in relation to Sexual Exploitation. Extremist and/or radicalisation and reporting concerns/activity immediately to the Local Authority and Police.</p> <p>New pupils transition into school life. Including the Yr 5's &amp; 6's. There is a need to ensure all staff members take responsibility for familiarising themselves with the needs of all pupils and their disabilities in their care.</p> <p>To raise more awareness on the importance of SMSC across Oakwood Academy through Teaching &amp; Learning/ theme based topics. To include and promote great British Values across Oakwood Academy</p>	<p>To provide appropriate training through Multi Agency services.</p> <p>Inform staff regularly of designated named Child Protection Designated Person (CPDP) Mrs L Southwood and Back Up DCPP Mrs M Navin.</p> <p>The named Single Point of Contact (SPOC) : Mrs L Southwood.</p> <p>Heads of Upper and Lower to facilitate the sharing of all relevant information for that year group. Necessary information on pupil/s given on daily basis during the morning briefing. Briefing sheet e-mailed to all staff.</p> <p>To review SMSC policy and apply within the Teaching &amp; Learning framework including the promotion of British Values.</p>
<p><b>SUPPORTING PARENTS' DISABILITIES</b></p> <p>To support those parents as necessary who have limited literacy skills or have English as a second language.</p>	<p>Through transition period from Year 5,6 &amp; 7 parents and the LA provide information to identify any disabilities or needs they may have, which the school can address. Through the Annual Review/EHCP.</p>
<p><b>THE MAIN ACCESS POINT COMING INTO OAKWOOD</b></p> <p>Oakwood premises are safeguarded to ensure the safeguarding of pupils throughout the day. Parents/visitors coming in to Oakwood.</p>	<p>Oakwood visitors, parents/carers sign in and badges are worn at all times. Throughout the visit visitors, parents/carers are escorted /accompanied by staff as necessary.</p>
<p><b>STAFF DISABILITY ISSUES</b></p> <p>New information stored on SIMS system - digitised information will enable all staff members to highlight and log any problems they may experience under this scheme. This information can be used with their Performance Manager and it will help individuals to track their professional development and progression routes.</p>	<p>Information passed on to relevant colleagues.</p>

## CONNECTING POLICIES FOR SAFEGUARDING PURPOSE

If you are worried about a child or young person (in relation to issues listed below) or have any concerns or questions regarding Child Protection refer to Mrs L Southwood the Designated Child Protection Person (DSL) or, in her absence Mrs M Navin, Assistant DDSL.

## LIST OF SAFEGUARDING/CHILD PROTECTION ISSUES

child missing from education : child missing from home care : child sexual exploitation (CSE) : bullying including cyber bullying : domestic violence : drugs : fabricated or induced illness : faith abuse : female genital mutilation (FGM) : forced marriage : gangs with youth violence : gender based violence against women and girls (VAWG) : mental health : private fostering : preventing radicalisation : sexting : teenage relationship abuse : trafficking.

## From DfE, Keeping children safe in education: September 2019

Oakwood Academy believes it is very important that all the Safeguarding Policies are read in conjunction with one another to quickly identify and take any necessary and appropriate action to help prevent children and young people up to 18 years of age being at risk of harm.

**MORE INFORMATION VISIT:** NSPCC.org.uk : TES & NSPCC safeguarding : GOV.UK keeping children safe

## SAFEGUARDING CONNECTING POLICIES (situated on the Oakwood website)

[www.oakwoodacademy.co.uk](http://www.oakwoodacademy.co.uk)

Safeguarding & Child Protection Procedures

Attendance

Behaviour & Restrictive Physical Intervention

Anti-Bullying

Anti-Radicalisation

Anti- Cyber Bullying

Anti- Racism

FGM

SRE

SMSC

Health & Safety

e-safety

ICT and Computing

Safer Recruitment

Care/Intimate Care/Administration of Medication /Touch

First Aid

Drugs

PSHE

Trips & Visits (EVOLVE)

Lone Worker

Whistleblowing

## THE GOVERNORS AGREEMENT TO POLICY

Signed (Chair of Governors) ..... Date .....

The Safeguarding Policies are up-dated yearly or as necessary depending on new statutory guidance or legislation.