



The Belvedere Academy

Disability Equality & Accessibility Policy

This statement needs to be read in conjunction with other related policies including the Disability Equality & Accessibility Action Plan, Inclusion/SEN Policy, Equal Opportunities Policy and the Behaviour Management Policy.

1. Introduction

- 1.1 The GDST Academy Trust and The Belvedere Academy are committed to promoting and ensuring equality for all.
- 1.2 The Academy Trust Board (ATB) recognises its responsibilities under the Disability Discrimination Act 1995 (“DDA”) not to discriminate against current or prospective students or employees with disabilities because of a reason relating to their disability.
- 1.3 The requirements of this Scheme apply to all staff and students. Everyone in the Academy must accept personal and professional responsibility for fully implementing this Scheme and will be encouraged to share their views on the Scheme and make suggestions for its improvement.
- 1.4 Staff - The ATB will avoid discrimination against a disabled person in:
 - The recruitment and retention of its employees
 - The promotion and transfer of staff within the Academy
 - The training and development of staff
 - The application of disciplinary and dismissal procedures
- 1.5 Students - Excellence and equality of opportunity are two of our core values which underpin all of our activities. We believe that the active promotion of equality and equal opportunities enriches the lives and experiences of all students. The Belvedere Academy is therefore committed to provide the very highest standards of education for all students, whatever their ability.

2. Definition of Disability

- 2.1 A person has a ‘disability’ according to the DDA, as amended, if

“he or she has a mental or physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

This definition includes, for example, students with certain medical conditions such as epilepsy or diabetes. It may apply if a student is experiencing difficulty with physical co-ordination or has speech problems, as well as to students with sensory impairments.

3. Accessibility Statement

3.1 Since September 2002, all governing bodies of schools have 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.

3.2 The Academy Trust Board (“ATB”) recognises its duties under the Act and intends to increase access to education for disabled students at The Belvedere Academy in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the Academy curriculum;
- Improving the environment of the Academy 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 not disabled.

3.3 Education - Through its Inclusion/SEN Policy, The Belvedere Academy will seek to deal with the individual needs of all its disabled students so far as reasonably possible.

3.4 Property - The ATB recognises that there may need to be alterations to The Belvedere Academy’s premises over time to ensure access. Any alterations will be judged against the test of reasonableness.

4. Action Plan

4.1 The Belvedere Academy will prepare an Action Plan which will be resourced, implemented and reviewed and revised every 3 years. The Action Plan will address how the Academy will, over time increase access for disabled students by:

- Increasing access to the curriculum for disabled students;
- Making improvements to the physical environment of the Academy to increase access to education and associated services;
- Making written information accessible in a range of ways for disabled students, where it is provided in writing for students who are not disabled.

5. Impact Assessment

5.1 The impact of this Scheme will be assessed by the Academy as follows:

- The Academy will review all policies and practices on a rolling programme in respect of their effect on promoting disability equality over the period that this Scheme remains in force;
- The Academy will collect and review relevant numerical information;
- The Academy will collect qualitative information on the confidence and enjoyment of disabled people;

- The Academy will review its prospectus, staff and student documents to make them more attractive and accessible to disabled people;
- The Academy will review information to parents and transfer arrangements for new students;
- The Academy will make appropriate reports;
- The Academy will introduce an equality assessment on all new developments; and,
- Whilst the numbers of disabled people in a relatively small organisation such as the Academy make targets impossible to set with any validity, the Academy will aim to increase over time the participation, enjoyment and involvement of our disabled staff, students and visitors.

5.2 In assessing the impact of the Scheme the Academy also recognises the importance of collecting data and analysing and acting upon that data. Accordingly the Academy will collect the following data:

- Data on the employment of disabled people within the staff (called disability monitoring). It is recognised that the number of disabled employees is likely to be statistically small within the Academy and that it will be important to look at trends rather than at the year-on-year fluctuations;
- Qualitative information from disabled employees or prospective employees. This will include an exit questionnaire;
- Performance data for disabled students;
- Disciplinary data for disabled students; and
- Qualitative and quantitative information on the effect of interventions in regard to our disabled students.

A summary report of the data collected will be made available to the ATB annually.

5.3 The data will also be taken into account in decisions regarding staffing, curriculum, and premises development and it will form part of the discussion with Curriculum Leaders on their annual Development Plan and in the drawing up of the Academy's annual Self Evaluation and Improvement Plan.

6. Inclusion Manager

6.1 An Inclusion Manager has been appointed to work alongside staff and students to promote equality of opportunity for all.

7. Involvement of disabled staff, students and parents

7.1 The GDST Academy Trust and The Belvedere Academy are committed to the full and continuing involvement of disabled people in the ongoing development of this Scheme and any Action Plans associated with this Scheme.

7.2 The following steps have been identified to secure this involvement:

- To consult with local organisations for disabled people for their comments;

- Disabled staff and students will be fully consulted and involved in the group responsible for the on-going development of this statement;
- Parents of disabled children attending the Academy will be invited to contribute;
- Union representatives will be approached for their views; and
- The Student Council will be asked to comment on the treatment of disabled students by staff and their fellow students in the Academy.

7.3 We will use a variety of methods to seek the views of our disabled staff and students, to sensitively engage with them, through personal contact, digital and paper media

8. Report

8.1 The Principal will report to the ATB on the Scheme annually.

9. Revision

9.1 The Principal or his nominee, senior staff and Inclusion Manager will review this Scheme taking into account any data collected on its operation. The Scheme will be revised every 3 years. Any revised Scheme will be subject to approval by the ATB.

Last Revised and Modified: April 2011