



Disability and Equality Policy

The Kassia Academy

Last reviewed on: Sept 2023

Next review due by: Sept 2024

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 Headteacher.

BACKGROUND

The Kassia Academy is an Alternative Provision Academy supporting children with social, emotional and mental health needs, who have been identified as being at risk of exclusion, harm or have already been excluded from mainstream education.

At The Kassia Academy, we use trauma informed and therapeutic approaches to re-engage learners with their education. We are passionate about giving our young people the skills they need to make a valuable contribution to society and to fulfil their dreams. We recognise that education is not a 'one size fits all' model and we carefully tailor our provision to meet every individual's needs.

The Equality Act (2010) became law on 1 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.

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to ensure we meet disabled peoples' needs with personalised and adaptable plans.

These duties will apply to disabled pupils, staff, parents and members of the public, who may use the academies facilities.

HEALTH & SAFETY /SAFEGUARDING

The Kassia Academy 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 The Kassia Academy 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 DEFINITION OF DISABILITY

The definition of a disability 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.

The definition of disability 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, The Kassia Academy 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 The Kassia Academy 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. The Kassia Academy will also take action to tackle any consequences of decisions in the past, which may have failed to give due regard to disability equality.

The Kassia Academy is committed to fulfilling all of the Discrimination Acts and the implementation of the new act. The Kassia Academy 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 favorably 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.

The Kassia Academy 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. The Kassia Academy 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.

The Kings Academy Trust 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?

The Kassia Academy collates a wide range of data and tracking of pupil attainment and progress. Subject leaders collate relevant information for the school SDP/SEF. The SENCO 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 SENDco 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 KS3 and KS4 allows individual, group and year cohorts results to be analysed and areas for improvement can be identified. The implementation of question level analysis will show strengths and weaknesses of every subject.

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

Progress reviews are held five times per year. KPI data are reviewed three times a year by the Governing body, and regular Agenda Item on Governors' Termly Meetings.

WHAT SHOULD THE POLICY COVER

The Achievement of Disabled Pupils

Pupil tracking systems are used in The Kassia Academy.

Disability in the Curriculum

Access arrangements and special consideration re exams and other specialised equipment are in place.

Teaching and Learning

Teaching and learning is a main priority in The Kassia Academy's School improvement plan.

Developing a voice for disabled pupils, staff and parents

This is achieved through pupil voice and through annual reviews for EHCP pupils.

Removing barriers physical, communication and curriculum

The Kassia Academy has addressed these barriers physical and will continue to do so.

Lettings and use by the Community

Already used by the community on a regular basis.

Eliminating Bullying and Harassment

The Kassia Academy has relevant Bullying and Anti bullying and Harassment Policies.

Employing, promoting, and training disabled staff

The Kassia Academy Staff Development and Training survey 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 The Kassia Academy and collates a wide range of data and tracking of pupil progress. Subject leaders collate relevant information for their subject using a suitable recording data system. Kassia's SENDco has responsibility for advising and supporting all children who experience significant difficulties identified within this framework.

Governance and relations with parents

This is addressed on the website.

Breaks, lunchtimes and trips and how the Kassia Academy involves disabled people.

The pupils are supervised throughout the day and EVOLVE ensures all out of school activities comply with the LA policy. The Kassia Academy actively encourages all disabled young people to have full access to all aspects of Kassia life

Permission slips for educational visits/ trips form part of the initial induction pack for signature by parents and carers. All necessary Risk Assessments will need to be followed up.

The Kassia Academy ACTION PLAN 2023/2024

RAISE STAFF AWARENESS

All new members of staff participate in training on Safeguarding/Child Protection. To inform all staff –Mrs Regan 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.

New pupils transition into school life. 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.

To raise more awareness on the importance of SMSC across the Kassia Academy through Teaching & Learning/ theme based topics. To include and promote great British Values across the Kassia Academy

HOW THIS WILL BE ACHIEVED

To provide appropriate training through Multi Agency services.

Inform staff regularly of designated named Child Protection Designated Person (CPDP) Mrs L Regan and Deputy DCPP Mrs. Kirsty Cooper, Ms. Emma Wilcox and Mrs. Tracy Willcock.

The named Single Point of Contact (SPOC): Mrs L Regan

Heads of all centres to facilitate the sharing of all relevant information for their centres/group. Necessary information on pupil/s given on daily basis during the morning briefing.
Briefing sheet e-mailed to all staff.

To review SMSC policy and apply within the Teaching & Learning framework including the promotion of British Values.

SUPPORTING PARENTS' DISABILITIES

To support those parents as necessary who have limited literacy skills or have English as a second language.

<p>THE MAIN ACCESS POINT COMING INTO KASSIA ACADEMY</p> <p>The Kassia Academy premises are safeguarded to ensure the safeguarding of pupils throughout the day. Parents/visitors coming in to the Kassia Academy.</p>	<p>The Kassia 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>Kassia Academy: Orford Park have a separate access however, people with mobility issues can still use the main entrance in order to access the lift.</p>
<p>STAFF DISABILITY ISSUES</p> <p>Information stored on SIMS system - digitized information will enable all staff members to highlight and log any problems they may experience under this scheme.</p> <p>This information can be used with their Line 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 Regan the Designated Child Protection Person (DSL) or, in her absence Deputy DSL’s Mrs. Kirsty Cooper, Ms. Emma Wilcox and Mrs. Tracy Willcock.

From DfE, Keeping children safe in education: September 2023

The Kassia 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 in education, Sept 2023.

SAFEGUARDING CONNECTING POLICIES

All connecting policies can be found on our school website: www.tkas.org.uk