Disability Equality Scheme

Last Review: **June 2026**
Next Review: **July 2029 or as regulations change**
Committee: **Inclusion and Finance & Premises**

1. Introduction

The Public Sector Equality Duty under Section 149 of the Equality Act 2010 requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body and school will promote equality of opportunity for disabled people. Duties in Schedule 10 of the Equality Act 2010 require the governing body to plan to increase access to education for disabled pupils in three ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's policy to ensure access to education for disabled pupils. (See Accessibility Plan attached)

2. The purpose of the Scheme

The Scheme shows how JCoSS:

- Meets the duty to promote Disability Equality for disabled pupils, staff and parents
- Seeks to eliminate discrimination that is unlawful under The Equality Act 2010 and harassment of disabled people that is related to their disability
- Promotes positive attitudes towards disabled people
- Encourages participation by disabled students, staff and parents in school life
- Takes steps to meet disabled people's needs, even if this requires more favourable treatment

3. Involvement of disabled pupils, staff and parents

We will seek to involve disabled pupils, staff and parents in the following ways in the development of this scheme:

- The pack issued to parents of students joining the school in Year 7 asks for information on disabilities, medical conditions and learning difficulties as far as students are concerned and, for information regarding parents themselves in relation to disabilities and adjustments we can seek to make wherever possible
- In a similar vein the data sheet issued to students joining Year 12 requests information on disabilities, medical conditions and learning difficulties

- Our arrangements for exam access arrangements (EAA) are set out in the document 'JCoSS Access Arrangements and Reasonable Adjustment Policy' which can be found on the school website. It sets out the process by which EAA are determined and provided for students with disabilities, medical conditions and learning difficulties. At JCoSS, this process is managed by the Exam Access Arrangements Coordinator; special consideration in examinations is applied for via the Examinations Officer.

4. Information gathering

- When information is gathered from the sources mentioned in section 1.2 above we assure parents, students, staff and Governors that all information received will be treated in complete confidence and will be used to support the development of disability-friendly policies.
- The school's Application Form which is used by all applicants to the school for employment includes a section relating to the disclosure of disabilities and this information is used to plan provision accordingly. Wherever possible we will provide adjustments to allow us to retain disabled staff or to allow them to return to work.
- The information disclosed will enable us to analyse how many disabled students we have in school and the type of impairments present. After analysis we will be able to judge what areas of the curriculum present difficulties for these students and whether the physical features of the school environment hamper access to the whole life of the school, and we will try to make adjustments accordingly. As JCoSS is a purpose-built school, designed to comply with the accessibility requirements of the Equality Act 2010, we foresee no problems in accommodating all types of disability.
- We will strive to ensure that no disabled student or employee is subject to harassment resulting from their disability, that all disabled students have access to a full range of extra-curricular activities and that information is provided in an appropriate format.

5. Impact assessment

The Governors Finance and Premises Committee will review what has been implemented and will assess the impact of the policy and practices which we will adopt. The committee will use Table 1 to review the policy to ensure that it meets the school's commitment to disability equalities.

Table 1:
Questions for which quantitative and qualitative evidence is required when current policies are being reviewed

Key topics	*Disability*
1. *Outcomes for learners*	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?
2. *Recognising relevant differences*	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?
3. *Benefits for the workforce*	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?
4. *Attitudes, relationships and cohesion*	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact?
5. *Benefits for society*	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?
6. *Positive impact on equality*	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?
7. *Consultation, involvement and accountability*	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?

JCoSS ACCESSIBILITY PLAN

JCoSS is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The curriculum is adapted and expanded as necessary to ensure that pupils with a disability are as equally prepared for life as other students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

JCoSS has a Special Resource Provision for Autistic students and these students access the main school curriculum wherever possible. They are provided with appropriate support and equipment to enable them to fully partake in the lesson or activity and to integrate effectively.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. This is included in the induction process and a training session on dealing with Autism is included for all new staff.

JCoSS is an equal opportunities employer and we recognise the benefits of a diverse staff.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Teaching & Learning, Assessment & Reporting Policy Equality Policy Disability Equality Scheme & Accessibility Plan Health & Safety
- SEND Policy
- Behaviour for Learning Policy Addendum - Behaviour Support & Management of pupils with ASD
- Recruitment
- School Development Plan
- School Prospectus
- Complaints Procedure

The School has been designed with high regard to inclusion for maximum accessibility of the provision for all pupils, staff and visitors both in physical and learning terms. Below is a list of aids relating to the key aspects of accessibility. These will be reviewed on an annual basis and an action plan for any newly identified requirements will be drawn up.

- Accessible car parking in designated bays
- Dropped kerbs
- Anti-glare film on doors
- Lifts in each wing
- Evacuation chairs and designated trained staff to operate them
- Induction loops fitted
- Accessible toilets
- Accessible classrooms and specialist rooms with adjustable furniture and equipment
- Accessible height power and emergency alarm points

In addition to these general principles, assessments will be carried out for individual special need requirements.

The Plan will be monitored through the Governors' Finance and Premises Committee.