



# **BLACK COUNTRY WHEELS SCHOOL**

**DfE Registration Number 333/6003  
Unique Reference Number 137571**

## **Disability Equality Duty and Fair Access Policy**

**Adopted September 2013**

**Date of Last Review: September 2020**

**Next Review: September 2021**

Company Registration No. 06608327

Registered Charity No. 1157795

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# BLACK COUNTRY WHEELS SCHOOL DISABILITY EQUALITY POLICY And FAIR ACCESS and ASSESSMENT

## **The Disability Equality Duty**

Schools in all that they do, have a duty to have due regard to:

- Promote equality of opportunity between disabled persons or other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where this involves treating disabled persons more favourably than other persons

**This is the Disability Equality Duty**

## **2. The School's Commitment to Disability Equality**

The school's DEP has been developed to help us achieve a number of key priorities:

- To meet the needs of the Disability Equality Duty (DED) in clearly setting out our plans to promote equality of opportunity for disabled people.
- Taking the needs and views of disabled people into consideration in the creation of this scheme and when reviewing or developing new policies.
- Making improvements to ensure all our facilities and information services are accessible.
- Monitor and improve the way in which the school enables disabled people to play a part in all aspects of school life.
- Adopt the social model of disability in relation to identifying and removing disability barriers which are in our control such as examining our policies, procedures and practices and working out short, medium and long-term strategies to ensure that we actively include disabled people.

## **3. Leadership Management and Governance**

The School Leadership has a clear ethos that reflects the school's commitment to equality of opportunity and inclusion. The school promotes a proactive approach to valuing each individual member of the learning community and respecting diversity.

#### **4. DEP Planning and Review**

In formulating the DEP a range of members of the learning community were approached for input. A review of the DEP will include students, parents, staff and community members as well as experts from Dudley LA. Monitoring will be carried out by the Business Manager and Senior Leadership with assistance from students. Curriculum developments and Assessment are monitored within the context of the social model of disability and the manner in which these affect BCWS and accreditation routes followed.

This DEP is a working document that will continue to evolve so it can continuously reflect our strategic plans and the development of the school. The ethos of the DEP is reflected in all our policy documents.

#### **5. Fair Access and Assessment**

All students have ILPs that reflect their current needs and are updated every half term. Base-line assessments are undertaken with Dudley Learning Support Service upon entry and at various points along the students' learning journey with BCWS. BKSB Initial Assessments and Diagnostic Assessments, together with Interactive Learning Resources, Skill Checks and Functional Skill Scenarios, allow us to evaluate Student Progress and record this evidence to guide lesson planning. The outcomes of these individual assessments are integrated into the students' ILPs and reflect strategies to remove barriers to learning.

Where students require specific Access Arrangements to comply with the SEND Code of Practice and Joint Council for Qualifications (JCQ) these are applied.

The School liaises with all relevant outside agencies, including Physical and Sensory, to ensure we meet the individual needs of all our learners to remove barriers to learning and ensure fair access and assessment.

#### **Please Note**

This document must be read in conjunction with all other School Policies but with special regard to the School's Equality and Diversity Policy, Assessment Policy and the Internal Moderation and Appeals Policy.