



Disability, Equality & Accessibility Policy

Our school's ethos relating to equality

The Fitzroy Academy is committed to ensuring equality of education and opportunity for all learners, staff and those receiving additional services from the school. We strive to develop a culture of inclusion and diversity in which people feel safe to disclose any disability or difference which they feel could impact on their ability to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn in, teach at, or visit The Fitzroy Academy.

The Equality Act

The Equality Act 2010 replaces the Disability Discrimination Act 2005 (DDA). The Equality Act states that it. 'Is unlawful for a school to discriminate against a student by treating them less favourably because of their –

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The Act defines four types of unlawful behaviour –

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- in relation to admissions,
- in the way it provides education for students,
- in the way it provides students access to any benefit, facility or service, or
- by excluding a student or subjecting them to any other detriment.

Whilst the act is very clear that schools should not treat people differently because of the factors listed above there is one clear exception; in the case of disability the Act is clear that a disabled person must often be treated more favourably in order that they can benefit from what the school has to offer to the same level as those without a disability.

The definition of a disability as defined in the Act is –

‘Physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

Reasonable adjustment

The Act places responsibility on a school to make reasonable adjustments where something in the school places a disabled learner at a disadvantage, including using auxiliary aids or services if this would alleviate the disadvantage. The Act also requires schools to have “due regard” for equality issues when making significant decisions or developing policies.

School’s duties around accessibility for the disabled

Schools must implement accessibility plans which aim to –

- Increase the extent to which disabled learners can participate in the classroom.
- Improve the physical environment.
- Improve the availability of accessible information to disabled learners.

When providing newsletters and information for parents and carers, The Fitzroy Academy will make this information available in an accessible format, if requested so that parents or carers who may be, for example, visually impaired, can access the information. Additionally, events for parents and carers such as open evenings, meetings with teachers, will be held in accessible parts of the building.

Compliance with Public Sector Equality Duty

The Fitzroy Academy is a learning environment designed to cater for individual needs. Our compliance can therefore be met by working individually with each referred student and those adults supporting him/her to ensure their needs are met at the point of referral. Education, Health and Care Plans (EHCPs) and/or Individual Development Plans (IDPs) can be vital in identifying, clarifying and responding to individual student’s educational needs.

The school does not contain sufficient numbers of students for statistical analysis of the performance of certain student groups. Nonetheless academic achievement trends will be monitored in order to consider whether there are any underperforming categories. Through its whole curriculum and in particular PSHE, English Literature and SMSC, the school will foster improved understanding of difference and good relations. Students and staff have the opportunity to raise equality concerns and issues for further discussion and exploration through student council meetings and staff meetings respectively.

Supporting Transgender individuals

The Equality Act 2010 ensures legal protection against direct or indirect discrimination for everyone under the 9 protected characteristics defined in the Act. Gender reassignment is one of the protected characteristics.

At The Fitzroy Academy we will promote transgender equality through;

- Using the curriculum to challenge gender stereotypes and develop understanding of transgender issues
- Covering transgender issues in equality training for teaching staff
- Supporting lesbian, gay, bisexual and transgender (LGBTQ) national awareness events and celebrating trans people and their achievements where appropriate

In working with a transgender student, The Fitzroy Academy will;

- avoid seeing the student as a problem and instead see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale
- Listen to the learner and their parents/carers and wherever possible follow their lead and preferences
- Avoid, where possible, gender segregated activities. Where this cannot be avoided, allow the learner to access the activity that corresponds to their gender identity
- Consult with New Reflexions therapy department to ensure that it is in the child's interest to respect and use the student's preferred name and pronoun, including in the school's admin register and for the DoFE census. Students can be entered under any name with an exam board. However, once a result is accredited it will need to be linked with a Unique Student Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the exam year. UPNs and ULNs are only linked with legal names, not preferred names. It is however possible for exam certificates to be issued in the preferred name. The headteacher at The Fitzroy Academy will ensure a strategy is agreed with the student or student and their parents or carers, then liaise with the exam boards or accreditation providers prior to starting the process to accredited courses. Some exams may be sat in Year 10 and the length of time the process of re-registering may take has to be considered.

All toilets are single sex facilities at The Fitzroy Academy (with the exception of disabled toilets) and all students are given respect and privacy when changing for PE activities.

Equality for staff

The Act requires that a school must not discriminate against an employee or a potential employee. Schools must make reasonable adjustments in relation to employees as they do for their students. Wherever possible will seek to make reasonable adjustments for staff with disabilities which may include –

- Altering working hours
- Changing the location of the person's main area of work
- Allowing absences during working hours for rehabilitation, assessment or treatment
- Examining the duties allocated to a disabled member of staff to see where additional support may be required
- Supplying additional training

- Acquiring or making changes to equipment
- Altering premises
- Transferring the person to fill an existing vacancy, for example: if a teacher becomes disabled and there is no reasonable adjustment that can enable them to continue in their current post, they might be considered for another suitable post

Increasing access in the classroom

The Fitzroy Academy will make reasonable adjustments for disabled students by –

- Differentiating the curriculum to suit each individual learner.
- Developing a vision and values based on an inclusive ethos.
- Encouraging a positive attitude from all staff to overcome barriers for disabled learners.
- Liaising effectively with parents, carers and specialists who can offer advice and support about what is effective.
- Allowing learners to have a meaningful voice and to be consulted effectively.
- Having a positive approach to managing behaviour.
- Ensuring effective staff training and development.
- Providing an auxiliary aid or service for a disabled student where it is reasonable to do so and such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students
- Building disability into day-to-day resourcing arrangements.
- Adopting a sensitive approach to meeting the specific needs of learners.
- Making available role models and positive images of disability.
- Using access arrangements appropriately in supporting learners to take examinations.

The Fitzroy Academy strives to create a happy, safe and inclusive environment which promotes independent, healthy and confident learners. We encourage all our learners, including those with a disability, to aspire to high standards, become economically aware, and make a positive contribution to a wider community.

The Fitzroy Academy seeks to challenge inequality through –

- Promoting equal opportunities for all, regardless of gender, race, disability, religion, or sexual orientation, and making reasonable adjustments to the curriculum, where required, to cater for the needs of all learners.
- Setting high standards and targets for all learners.
- Providing a safe and secure learning environment for all learners.
- Developing learner collaboration and independent learning opportunities.
- Making sure that all learners have opportunities to develop positive self-esteem.

- Encouraging all learners to become literate and numerate, in order to communicate effectively.
- Assessing learners for access arrangements as appropriate
- Promoting positive attitudes in students, to help them to develop socially, morally and spiritually, so that they can make positive and safe choices.
- Encouraging awareness and acceptance of disability, both in and out of the classroom.
- Ensuring that each learner is treated as an individual and specific needs are met.

Improving the physical environment

There are currently some areas of concern with respect of the physical environment at The Fitzroy Academy–

- Accessibility to one classroom up an exterior metal flight of stairs. However, this classroom is not used by students
- There are no lifts in the main school or stable block buildings.
- Redevelopment of the outdoor green spaces

If required, a ramp would be built to provide access to the Food Technology room.

Improving the availability of accessible information

The Fitzroy Academy will strive to make all of their information available to each individual and assess personal need as learners are referred to the school. Parents and carers should inform the school if they have any difficulties accessing information, so that necessary adjustments can be made.

In such a small environment all responses are bespoke and individualised and therefore we are in a strong position to ensure that individuals do not experience difficulties with accessing information or physical spaces.

Equality Objective 2026/2027

- To continue to promote equality through the school curriculum and displays, including having particular regard for balancing gender and religious role-models and being sensitive to LGBTQ issues.

Response to Equality Issues 2026/2027

- Flexibility and adjustments made for pregnant staff

Last reviewed	August 2026
Next review due	September 2028
Reviewed by	Headteacher