

Disability Equality Policy

October 2017



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

1. Introduction

- 1.1. The Academy is committed to a fair and equal treatment of all individuals regardless of disablement. The Academy will welcome applications from people with disabilities to join the Academy community as pupils, staff and Academy Council members.
- 1.2. The Academy has been adapted to have provision and accessibility for pupils with disabilities so that they may be integrated fully into Academy life. The curriculum has been designed so that it may be delivered to provide flexible and equal access to all pupils whether able or disabled as far as is practical within a mainstream educational establishment.

2. What is disability?

- 2.1. The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.
- 2.2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.
- 2.3. Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

3. Implementation

- 3.1. The Head teacher will be responsible for ensuring that staff and parents are made aware of this policy and that the Disability Code of Practice set out below is followed.
- 3.2. (Throughout this policy the term 'parents' means all those having parental responsibility for a child.)

4. Disability Code of Practice

Environment

- 4.1. Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.
- 4.2. Evacuation procedures and escape routes for people with disabilities will be carefully planned and published.

Pupils

- 4.3. Applications will be considered in line with the published admission arrangements for all pupils.
An applicant's disability will not prevent him/her from being offered a place and integrated into the Academy unless:
 - The content, structure and delivery of the curriculum are such that the pupil would be prevented from fulfilling a major part of it; or
 - The Academy would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met.
- 4.4. The Academy will aim to provide disabled pupils with the appropriate support to enable them to be fully integrated. A pupil with a disability will not be treated less favourably than any other pupil and the Academy will make reasonable adjustments to ensure the full participation and integration of disabled pupils.
- 4.5. As far as resources allow, the needs of disabled pupils will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled pupil cannot fully participate, alternative provision will be made.

- 4.6. Pupils with a disability or who become disabled whilst studying at the Academy will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the Head teacher and SENCo.
- 4.7. The Academy recognises that special arrangements may be required to enable pupils with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such pupils to perform to the best of their ability by meeting their individual needs. The Academy will liaise with the relevant Examination Boards in such instances. Pupils and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the Head Teacher, SENCo and the Academy's Examination Officer.

5. Liaison with Parents

- 5.1 The Academy will continue to ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills.
- 5.2 Whenever appropriate, information to home will be provided in different formats to take account of disability.
Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

6. Staff Training and Awareness

6.1 The Head Teacher will ensure that all staff are aware of this policy and plan, and its implications for their work in the Academy. They will also ensure appropriate training for staff who have relevant responsibilities towards disabled staff, students and visitors.

7. The Disability Accessibility Scheme

7.1 The Scheme (set out in Appendix 2) aims to improve access to all aspects of education within the Academy. The Academy is organised in a way that:

- helps to remove any existing barriers to pupils;
- aims to widen the opportunities for including more pupils within the academy;
- enables any difficulties to be overcome.

7.2 In this way the Academy is showing its commitment both to the members of staff and pupils and its community, based on the promotion of self-respect and respect for others.

7.3 The plan (set out in Appendix 2) has three inter-linked elements:

a) Improvements in access to the curriculum by:

- Providing for all pupils a curriculum which is appropriate to them.
- Ensuring that the curriculum is delivered in such a way that all pupils regardless of any impairment, may benefit fully from it.

b) Improvements to facilities by:

- Physical improvements to increase access to education and associated facilities.
- Providing appropriate educational equipment and physical aids so that educational programmes in the Academy can be fully accessed by all pupils.

c) Improvements to the premises by:

- Ensuring that all the Academy buildings and grounds facilities are accessible to pupils with mobility, sensory and other impairments.

d) Improvements to Information by:

- Providing for pupils and their parents, information about the Academy that takes account of disability and its curriculum in a format that takes account of any disability.
- Improvements in the provision of information in a range of formats for pupils.

8. References

The Disability Discrimination Act (1995) states that an employer must make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

- Adaptations to premises
- Re-allocating some duties
- Altering hours
- Finding alternative accommodation
- Rehabilitation leave
- Training
- Modifying equipment
- Modifying instructions or manuals
- Modifying assessment or testing procedures
- Providing a reader or interpreter
- Providing supervision

Further information can be obtained from:

- i the ‘Code of Practice for Schools’ (Disability Discrimination Act 1995: Part 4)
 - ii Jobcentre Plus
 - iii the Equality and Human Rights Commission (www.equalityhumanrights.com)
- 9 Monitoring, Evaluation and Review

This policy will be reviewed at any time on a request from the Governors, or at least once every two years.

October 2017

Review date: October 2019

Appendix 1

The Disability Accessibility Scheme

1.1 Consultation

In developing this Scheme the Academy will consult staff, parents and pupils, and any appropriate agencies.

The Academy aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the procedures and practices in respect of:

- recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

1.2 Pupils

The Academy aims, within the constraints of resources available, to enable each pupil to fulfil his/her potential, within an educational programme that has development of the whole person at its core.

The Academy aims to make 'reasonable adjustments' for pupils with disabilities, to enable them to have access as far as is reasonably practicable to the Academy premises, facilities, curriculum and associated services.

The Academy will examine each disability case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

1.3 Identifying Disabilities

Set out how the Academy identifies staff and pupils with disabilities, records and reviews them. It will include a note on the risk assessments that should be carried out on behalf of disabled staff, pupils and visitors, and who is responsible for them.

1.4 Meeting Needs

Set out how disabled pupils' needs in each of the identified areas are actually provided for by the Academy. There will be a need for a similar list for staff and 'visitors', setting out what steps the Academy actually takes.

1.5 Managing the Scheme

Include also how it is proposed to manage the Scheme - what needs to be recorded; what reported and to whom.

It might be helpful to take each of the following legal responsibilities as section headings, and to explain

what steps the Academy has taken, or proposes to take, to fulfil the duty:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage disabled people's participation in public life;
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

2 Premises

2.1 The Academy recognises that through the provisions of SENDDA (Special Educational Needs/ Disability Discrimination Act) it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations to the buildings', (such as provide lifts).

2.2 However, to meet its obligations, the Academy will ensure that the needs of disabled staff and pupils (and any adult pupils) are fully considered in any strategic planning for the development of the campus.

2.3 The Academy will take into account the need to make the environment more accessible for staff and pupils with disability.

2.4 Reasonable minor adjustments to the Academy to enable a member of staff and/or a pupil with a disability to have access to the full teaching and learning of the Academy, will be budgeted annually.

2.5 Health and Safety requirements and the interests of other pupils in all of the above will be borne in mind by the Academy.

3 Discrimination in Admissions

3.1 The Academy will ensure that disabled pupils are not discriminated against:

- through the criteria they determine for admission to the Academy, including criteria used where the Academy is oversubscribed; and
- by refusing, or deliberately not accepting, an application from a disabled person for admission to the Academy.

4 Action on Transfer into the Academy

At transfer to the Academy, additional liaison time is allocated for disabled pupils and their families to ensure that the pupils educational needs and the Academy's requirements are fully understood by staff at the feeder school, parents, and pupils, and to ensure that the transfer process is effective.

5 Policy for Teaching and Learning

5.1 Staff

The development needs of disabled staff will be discussed with the member of staff on a regular basis.

Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs.

Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.

Within the constraints of financial resources the Academy aims to make adjustments to the premises to enable the member of staff to teach effectively.

5.2 Pupils

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no pupil is excluded from learning.

Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled pupils, (such as the Sensory Impairment Service).

6 Off-site Activities

The Academy will ensure as far as reasonably practicable that pupils and staff with disabilities are given access to off-site activities organised by the Academy.