

## **Disability - Statement of Policy**

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### **Summary**

Woodham Academy is committed to a fair and equal treatment of all individuals regardless of disablement. It welcomes applications from people with disabilities to join the school as students and staff.

Woodham Academy has been partially adapted to have provision and accessibility for people with disabilities so that they may be integrated fully into school life. The curriculum is designed so that it may be delivered to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.

<b>Date adopted</b>	<b>23<sup>rd</sup> June 2009</b>
<b>Last Review date</b>	<b>October 2017</b>
<b>Review date</b>	<b>Tri-annually</b>

**THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SPECIAL EDUCATION NEEDS (SEND) POLICY AND THE EQUALITY AND INCLUSION POLICY**

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### **1. Policy statement aims**

The aims of this policy statement are to ensure that:

- applications for admission from all potential students are considered in line with the published admission arrangements
- applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications
- disabled staff and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the school
- the views of individual students or staff are taken into account at all times when their requirements are being assessed
- all students are fully integrated into the school and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment
- staff working with disabled people, either as colleagues or as students, have appropriate information, support and training
- the school takes steps to enable staff and students who become disabled during their time at Woodham Academy to continue in their chosen career or course of study as far as is practicable
- disabled members of the public can fully participate in public events held within the school
- so far as is reasonably practicable, the school's premises are accessible and safe for disabled people
- no disabled student or staff member is treated less favourably as a result of their disability

### **2. Implementation**

The Special Educational Needs Coordinator will be responsible for ensuring that staff and parents are made aware of this policy as appropriate and that the Disability Code of Practice set out below is followed. (Throughout this policy, the term "parents" means all those having parental responsibility for a child.)

The Headteacher and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented. The Business Manager will liaise with the SENCO and all other relevant parties in reviewing and revising the accessibility plan.

#### **2.1 Disability Code of Practice**

##### **2.1.1 Environment**

The school building and grounds have been partially adapted for access. An accessibility plan with prioritised actions outlines how the building and grounds of the school will be further adapted or maintained to improve access. The Business Manager maintains responsibility for regularly updating the accessibility plan, and reporting to Governors and the Leadership Group as required. In addition, the Governors and Headteacher will ensure that:

- any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities
- evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published.

### 2.1.2 Students

Applications will be considered in line with the published admission arrangements for all students (see Admissions policy) and will meet our statutory obligations with regards to the Equality Act 2010/schedule 10.

An applicant's disability will not prevent him/her from being offered a place and integrated into the school unless:

- the content, structure and delivery of the curriculum are such that the student would be unable to fulfil a major part of it without undermining the efficient education of other students
- the school would be unable to provide suitably trained staff or facilities to allow the requirements of the curriculum to be met

The school will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The school will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students. As far as resources allow, the needs of disabled students 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 student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at the school 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 SENCO (Special Educational Needs Coordinator) and an Individual Education Plan or equivalent will be drawn up on an annual basis.

The school recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The school will liaise with the relevant Examination Boards in such instances.

Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific curriculum area managers and the Examinations Officer.

### 2.1.3 Staff

Wherever practicable, the school will:

- consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equalities Act (2010)
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications
- ensure that disabled employees are not disadvantaged when the renewal of fixed term contracts is being considered

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school at the discretion of the Headteacher and Governing Body, dependant on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

The school will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours
- redeployment
- premature retirement on grounds of incapacity
- termination of employment

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).

Woodham Academy will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

The school will ensure that a programme of training is offered to staff to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

### **3. Reasonable adjustments**

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

### **4. Further information and guidance**

Further information can be obtained from:

- DfE ([www.education.gov.uk](http://www.education.gov.uk))

### **5. Monitoring, Evaluation and Review**

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. It will be reviewed bi-annually as part of the regular review cycle.