



Archbishop Holgate's School

A Church of England Academy

DISABILITY POLICY

In this policy we outline how the school supports those with a disability and how we ensure full inclusion into school life.

Review Date: June 2017

Next review Date: June 2019

Member of staff responsible: SENDCo – Ms L Nicol
Deputy Head: Teaching, Learning and Student
Progress – Ms P McDermott

Governor's sub-committee responsible: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



Inspired by the example of Jesus' life, these are the values we seek to nurture as a school community and live out day by day.

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This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

Introduction

The School welcomes people with disabilities and will comply with the requirements of the Disabilities Discrimination Act 1995 (DDA 95) as amended by the Disability Discrimination Act 2005 (DDA 05), containing the Disability Equality Duty 2005; the Equality Act 2010; and the SEND Code of Practice (2014). The Academy will make all reasonable adjustments to meet the needs of individual students, parents/carers, staff and other people from the wider community, and will actively promote disability equality.

A disability is defined as: *A physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day to day activities.*

The School is committed to inclusion and supporting learning for each individual. The School aims to provide appropriate support, resources and facilities to meet individual needs and to encourage all students to achieve.

The School recognises that under the Data Protection Act all students are entitled to complete confidentiality if and when they disclose a disability. However, the School will, make appropriate disclosures, where necessary, in line with Guidance on Access to Student Records.

Accessibility

All schools were required by the SEND Code of Practice (2014) to develop accessibility plans. The development of the plan required schools to undertake an audit focussing on three aspects:

- i) Developing participation in the curriculum for students with disabilities
- ii) Developing physical access to the site and buildings
- iii) Improving access to information for parents and pupils with disabilities

Any current accessibility plans will be revised in light of the requirements of the Disability Equality Duty 2005.

The Disability Equality Duty 2005

From 1st October 2010, the Equality Act replaced most of the previous Disability Discrimination Acts (DDA). However, the Disability Equality Duty in the DDA 2005 continues to apply. The DDA 2005 brought in a duty on all public authorities to promote disability equality. The disability equality duty includes two main elements:

- i) a general duty
- ii) a specific duty

Both apply to all publicly-funded schools including academies. Responsibilities for the duty lies with the Board of Governors.

The General duty

The School, when carrying out its functions, will have due regard to the need to:

- i) promote equality of opportunity between disabled people and other people
- ii) eliminate discrimination that is unlawful under the Disability Discrimination Act
- iii) eliminate harassment of disabled people
- iv) promote positive attitudes towards disabled people
- v) encourage participation by disabled people in public life
- vi) take steps to meet disabled people's needs, even if this requires more favourable treatment.

The duty will apply across the School's duties to:

- i) disabled students;
- ii) disabled staff;
- iii) disabled parents and carers and other users of the school.

The Specific Duty

In addition to the general duty, regulations made under the Part 5A of the DDA set out a specific duty on certain public authorities, including all publicly-funded school, requiring them to demonstrate how they are meeting the general duty. In effect the general duty sets out what the School is going to do and the specific duty sets out how the School is going to do it and what will be recorded as evidence of what has been done.

The Disability Equality Scheme

Under the requirements of the specific duty the School has:

- i) prepared and published a disability equality scheme
- ii) involved disabled people in the development of a scheme
- iii) implemented the scheme
- iv) reported on it.

The purpose of the scheme is to demonstrate how the School is going to meet the disability equality duty. However, the School is not required to do anything under its scheme that is unreasonable or impracticable.

Schools and Academies are required to undertake the development of their scheme in a particular way and to include particular elements. In line with this requirement the School will:

- i) involve people with disabilities (students, staff, parents) in the preparation of the scheme
- ii) set out in the scheme how people with disabilities have been involved in its preparation
- iii) set out the arrangements for gathering information on the effect of the school's policies on the recruitment, development and retention of disabled employees
- iv) list the educational opportunities available to and the achievements of disabled students
- v) show the School's methods for assessing the impact of its current or proposed policies and practices on disability equality
- vi) list the steps the school is going to take to meet the general duty (the Academy's action plan)
- vii) show the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

The School will implement the actions in the scheme within three years and report on the progress annually.

The School will review and revise the scheme every three years.

Our Inclusive Approach

The School will strive to meet the needs of all individual students, staff, parents and carers and other site users by ensuring they have access to appropriate facilities, support and learning resources including staff. The School will achieve equality of opportunity by ensuring the following:

- i) Provision of learners with learning and behaviour difficulties and disabilities will be an integral part of the equal opportunities policy
- ii) The School will ensure that any future building programmes will comply with revised legislation at the time of the building programme and ensure new/remodelled buildings are accessible and meet the varying requirements of those with disabilities; learners, parents/carers, staff and members of the wider community.

- iii) The School will continue to liaise with external organisations and the Lifelong Learning Partnership to promote inclusive learning and access to learning opportunities.
- iv) Promotional and publicity material will reflect the positive image that the School strives to be accessible to all irrespective of their learning difficulties or disabilities.
- v) The School admissions procedure will give potential learners and/or parents/ carers the opportunity to register a learning difficulty and/or disability in order that the School assess its capability to make appropriate arrangements to meet the individual need.
- vi) The Admission procedure will ensure that the learner will be provided with the proposed learning or behaviour programme to meet individual need. The school will work with the learner, parent or carer, to assess the suitability of the service the school can provide and will receive initial assessment as appropriate.
- vii) Pastoral support and guidance will be made available to all learners with the option of referral for specific inter-agency support.
- viii) The School will continue to raise the awareness of all staff of the equal opportunities policy and managing diversity and differentiation in the classroom.
- ix) The School will provide specialist support and training for staff involved in teaching learners with a learning or behaviour difficulty and/or disability.
- x) The School will ensure that Health and Safety legislation is taken into account and special measures are taken so not to compromise health and safety of learners, parents/carers, staff and members of the wider community with a learning difficulty and/or disability.

The school recognises its obligations to make reasonable adjustments to allow learners with disabilities to access its services. The School will, as far as possible, arrange specialist support depending on the individual's needs; this will be initiated after discussing requirements with the individual, in the case of a student also with their parents/carers. For students, support can be altered according to any changes in their level of need and will be agreed in their support plan.

Examples of additional support may include, but is not restricted to:

- i) Communication e.g. using a sign language, interpreter or Braille
- ii) Note taking for the learner
- iii) Equipment and technology, including sound-field systems or similar and vibrating alarms
- iv) Large PC screens and specialist software

- v) Additional time to complete coursework
- vi) A personalised approach to learning

The School recognises that to provide the best possible support it will require specialist guidance so will liaise closely with Social Services, Education Departments, Educational Psychologist, Unions and other support agencies.

The School will enable all students to sit examinations that are appropriate to their curriculum and will, with discussion, provide any reasonable specialist support required to do so. Notification to examination boards will be required, so advanced application is essential. This is both the duty of the School to provide and the student and parents/carers to request.

Examination boards permit special arrangements for clearly defined reasons that we are made aware of. These include:

- i) Physical disability
- ii) Visual impairment
- iii) Hearing impairment
- iv) Specific learning difficulties
- v) Mental health difficulties.

Special arrangements such as extra time and for those students with a temporary impairment can be made at the time of the examination.

The School and governors will review its disability statement and scheme each year. Any recommendations after the review will be implemented during the following year.

The School welcomes positive comments to enable it to provide the best possible experience for all its students, parents, staff and members of the wider community.

If you have a comment or wish to register a concern you should contact in the first instance:

The Headteacher

If you wish to make a complaint about a matter related to a disability or difficulty you should use the School's complaints and appeals procedure and your complaint will be dealt with accordingly.

Details of the Complaints Procedure can be obtained from the school.