



Disability Equality Policy (Pupils)  
Implementation: September 2013

## **Disability Equality Policy**

### **1. Introduction**

- 1.1. The Academy is committed to a fair and equal treatment of all individuals regardless of any disability. The Academy will welcome applications from people with disabilities to join the Academy community as pupils, staff and Academy Council members.

A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

- 1.2. The Academy has been designed and built 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 practicable within a mainstream educational establishment.
- 1.3. This policy is guided by Oasis Community Learning's ethos, which states our commitment to model inclusion and compassion throughout all aspects of the life and culture of each Oasis Academy community. To view the full ethos statement see appendix 1.

### **2. Aims**

- 2.1. The aims of this policy are to ensure that:
  - Applications for admission from all potential pupils are considered in line with the published admission arrangements.
  - Disabled pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy.
  - The views of individual pupils are taken into account at all times when their requirements are being assessed.
  - All pupils are fully integrated into the Academy 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 pupils, have appropriate information, support and training.
  - The Academy takes steps to enable pupils who become disabled during their time at the Academy to continue in their chosen career or course of study as far as is practicable.
  - Disabled members of the public can participate in public events held within the Academy.
  - So far as is reasonably practicable, the Academy premises are accessible and safe for disabled pupils; and
  - No disabled pupil is treated less favourably as a result of their disability.

### **3. Implementation**

- 3.1. The Special Educational Needs Co-ordinator (SENCo) will be responsible for ensuring that staff and parents are made aware of this policy and that the Academy's obligations under the Equality Act 2010 are being followed. (Throughout this policy the term 'parents' means all those having parental responsibility for a child.)
- 3.2. The Principal and the Oasis Community Learning Board will have overall responsibility for ensuring that this policy statement is implemented.

- 3.3. Environment: 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 people with disabilities will be carefully planned and published.

#### **4. Pupils**

- 4.1. 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.
- 4.2. The Academy will aim to provide disabled pupils with the appropriate support to enable them to be fully integrated. The Academy will seek to make reasonable adjustments to ensure the equality of opportunity of all members of the Academy community including pupils, staff, governors, parents and carers and other visitors to the Academy. These include:
- Ensuring the building is physically accessible to all including wheelchair users, the visually impaired and those with other physical disabilities
  - Working closely with external support agencies to ensure the most effective support is in place
  - Providing specific and targeted training to enable staff to meet the needs of individuals
  - Sharing good practice in respect of teaching and learning to ensure equality of access for all
  - Purchasing a range of specific equipment, software and resources to enhance learning and support for individuals
  - Providing a range of extra-curricular activities to allow choice and access for all
- 4.3. 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.
- 4.4. 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 Inclusion Co-ordinator
- Learning Support and a Personalised Learning Plan drawn up on an annual basis.
- 4.5. 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 Inclusion Co-ordinator – Learning Support in liaison with specific curriculum area managers and the Academy's Examinations Manager.

#### **5. Liaison with Parents**

5.1. The Academy will report to parents annually on:

- The Accessibility Plan (Appendix 3);
- How the Academy helps disabled pupils gain access to the curriculum; and
- What the Academy does to ensure fair treatment for disabled pupils.

5.2. The Academy will continue to ensure close liaison with families of all pupils with disability through the provision of designated staff members with allocated time and effective communication skills.

5.3. Whenever appropriate, information to home will be provided in different formats to take account of disability.

5.4. Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will liaise closely with the homes of pupils who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

5.5. Anyone in the Academy who feels that this policy is not being followed is entitled to raise the matter with the Principal and can make a formal complaint in accordance with the Academy's complaints procedure which can be found [state where found].

## **6. Staff Training and Awareness**

The Principal 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, pupils 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 3) 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 Equality Act 2010 requires an employer to 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:

1. The ‘Equality Act 2010’
2. Jobcentre Plus
3. The Equality and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))

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

The Oasis Community Learning Board will review this policy at least every two years and assess its implementation and effectiveness.

## **Appendix 1**

### Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

## Appendix 2

### The Disability Accessibility Scheme

This is an example and the Academy may have its own version available on request.

#### 1 Consultation

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

##### 1.1. Staff

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.

#### 2 Premises

- 2.1. 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.

- 2.2. When determining the priorities for the use of the annual Capital Grant, the Academy will take into account the need to make the campus more accessible for staff and pupils with disability.
- 2.3. The Academy will budget annually for reasonable minor adjustments to the environment 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.
- 2.4. The Academy will bear in mind health and safety requirements and the interests of other pupils in all the above considerations.

### **3 Discrimination in Admissions**

- 3.1. The Academy will ensure that disabled pupils and adult 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 pupil's 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.

## **7 Timetable for Implementing and Developing the Scheme**

### Appendix 3

#### The Disability Accessibility Plan

This is an example and the Academy may have its own version available on request. Improving access to the Curriculum

	Targets	Strategies	Outcomes	Timeframe
Short Term	To plan the steps needed to make the curriculum and extra- curricular activities accessible to a wider range of pupils.	<p>To implement curriculum reviews.</p> <p>To extend the range of extra curricular activities.</p> <p>To review the SEN Policy and Inclusion Policy. Developing 11-19 curriculum.</p>	<p>More opportunities available to pupils with disabilities.</p> <p>New revised Policies.</p>	<p>Sept 2009 to completion in Sept 2010.</p> <p>Sept 2009 to Sept 2010.</p> <p>Sept 2009 and annual review.</p>
Medium Term	To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.	<p>To ensure all new developments comply with current law and regulations.</p> <p>To improve existing accommodation to more appropriate use.</p> <p>To increase the number of LSA staff to support pupils.</p>	<p>New academy building allows access for all pupils.</p> <p>Improved SEN facilities and wider access to ICT.</p> <p>Remodelling of the staffing structure.</p>	<p>Sept 2010</p> <p>Sept 2010</p> <p>Started Summer 2008</p>
Long Term	To review short and medium term targets in the light of new opportunities and legislation.	<p>To review the new curriculum arrangements and make changes where appropriate.</p> <p>To increase staff awareness of disabilities.</p>	<p>Incremental curriculum which builds on previous experiences.</p> <p>Wider ranges of teaching styles used (e.g. differentiation).</p>	<p>June 2009</p>

Physical improvements to the environment

	Targets	Strategies	Outcomes	Timeframe
Short Term	To ensure all new buildings and alterations are fully accessible to pupils with as wide a range of disabilities as possible	To discuss all plans with reference to design and H & S requirements	New buildings fully compliant with legal requirements and guidance;	Ongoing
Medium Term	Future decoration or buildings to cater for visually impaired pupils.	To introduce ramps and handrails to existing buildings To improve signage to some areas of the academy To take appropriate advice with reference to guidelines  To conduct full audit of areas requiring ramps and handrails To incorporate this into Engineering Bid	Improved classroom decoration       Improved access to areas requiring ramps and handrails. Full access to new engineering facilities by disabled participants	From Sept 2009 onwards      From Sept 2009 onwards  From Sept 2009 onwards
Long Term	To make the whole academy site fully accessible	To look at the use of lifts, ramps, slopes and separate access for pedestrian and vehicular use.	Full involvement	Ongoing

## Improving Provision of Information

	Targets	Strategies	Outcomes	Timeframe
Short term	To improve communication with disabled pupils/users	To liaise with specialist staff with reference to different formats of information To ensure the academy website is clear, simple and easy to use  To ensure parents and pupils have wider access to information	Increased number of visits to website  Increased variety of information available	Ongoing since Sept 2007 (under constant review)  From Sept 2009
Medium Term	To consult with Disability information Service about the best way to make information available to users	To increase levels of awareness amongst staff responsible for information	Increased variety of information available	From Sept 2009
Long Term	To review progress made in short term and long term targets	To plan for the next stage	Wider understanding of issues involved	From Sept 2009 (ongoing)