

Disability Policy

Introduction

The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his / her ability to carry out normal day to day activities”.

Key Objective

To reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for students, and prospective students, with a disability.

Principles

Compliance with the DDA is consistent with the Academy’s aims and equal opportunities policy, and the operation of the Academy’s SEN policy;

The Academy recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- not to treat disabled students less favourably.
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- to publish an Accessibility Plan.
- to ensure governors and staff have regard to the DRC Code of Practice (2002) when performing their duties.
- to value parents’ knowledge of their child’s disability and its effect on his / her ability to carry out normal activities.
- to respect the parents’ and child’s right to confidentiality;
- to provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles and to endorse the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum. In so doing, setting suitable learning challenges by: -

- responding to students' diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Activity

This section outlines the main activities which the Academy undertakes, and is planning to undertake, to achieve the key objective.

Education and Related Activities

The Academy will continue to seek and follow relevant advice, where appropriate, of external services, such as specialist teacher advisers and SEN inspectors / advisers, and of appropriate health professionals from the NHS Trusts.

Physical Environment

The Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Presentation of Information

The Academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Policies

This Plan will contribute to the review and revision of related Academy policies, e.g.

- Academy Improvement Plan
- Asset Management Plan
- SEN Policy
- Equal Opportunities Policy
- Teaching and Learning Policy

Monitoring, Evaluation and Review

The Governing Body will arrange for a review of this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.