



## Whole School Disability Policy

### Philosophy

#### DEFINITION OF DISABILITY

The legal definition of disability: “a physical or mental impairment which has substantial and long-term adverse effect on your ability to carry out normal day to day activities”  
Equality Act 2010

An “impairment” has a long term effect if it has lasted or is expected to last for at least 12 months or more.  
“Substantial” is more than minor or trivial.

It is unlawful for a school to discriminate directly or indirectly against pupils or employees with a disability. A school must also make ‘reasonable adjustments’ in order to ensure a disabled student or employee is not placed at a “**substantial disadvantage**” for a reason relating to their disability.

### Aims

Ashcroft High School seeks to encourage a diverse community to which individuals may contribute as fully as possible. It aims to create conditions whereby staff and students are treated solely on the basis of their merits, abilities and potential by ensuring that no member of the School is unfairly discriminated against as a result of gender, colour, ethnic or national origin, age, social background, disability, religious or political beliefs, family circumstances or sexual orientation.

**To this end, Ashcroft High School will fulfil its legal obligations under the Equality Act 2010 and any related or subsequent legislation by:**

- Seeking to identify and remove all unjustified direct and indirect discrimination against people with a disability/learning difficulty
- Pursuing a consistent programme of development and improvement in resources, in processes and in the skills, knowledge and understanding of staff to meet the needs of people with disability/learning difficulty
- Liaising with national organisations and local support services to ensure that a range of options, resources and facilities are identified for the benefit of individuals
- Ensuring disabled staff and students (including those who become disabled during their time at school) have access to the appropriate support and adaptations to enable them to be fully included in the life of the school
- Ensuring the views of the individual student or member of staff are taken into account at all times when their requirements are being assessed

Members of staff working with disabled people, either as colleagues or pupils, have appropriate information and support and the school will endeavour to accommodate disabled visitors, wherever possible, to enable them to participate in events held on school premises.

## **IMPLEMENTATION**

The school expect all staff to be aware of this policy and its related Code of Practice to treat disabled people, whether pupils, staff or visitors, fairly with respect and in accordance with this policy.

### **2. DISABILITY CODE OF PRACTICE 2015 CODE OF PRACTICE RELATING TO STUDENTS**

(see also policy on **Special Educational Needs and Disability, SEND**)

#### **2.1 ADMISSIONS**

- All parents of pupils who are being called for interview should be asked if they require any assistance to enable them or their child to access the buildings and/or to participate fully in the interview and assessment, for instance the provision of information or tests in an alternative format.
- The school will make available clear information about access to buildings and support facilities to enable the parents of students with disabilities to make an informed choice.
- No student will be refused a place at the school on the grounds of disability alone before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Head of School, the Special Educational Needs Coordinator and others whose expertise may be required for the specific situation.

#### **2.2 CURRICULUM AND ASSESSMENT**

- The school will take appropriate steps to ensure that lessons are organised in ways, which offer the best possible opportunities for full participation by students with disability.
- The school will identify designated members of staff with whom disabled students and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism will also be used to enable students and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.
- Appropriate modes of examination and assessment will be determined after consultation with the pupil and their parents, relevant academic staff, the Special Educational Needs Coordinator and others, as necessary. The purpose of any special arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards. Any request for special arrangements, in relation to examination and assessment procedures, must be supported by medical or other relevant evidence.
- The school will take all appropriate steps to ensure that a student who becomes disabled during their career at the school has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable student who is disabled at the start of their school career.

#### **2.3 HEALTH AND SAFETY**

- The school will ensure that all students, including students with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other Health and Safety issues within the school that affect them.

### **3. DISABILITY CODE OF PRACTICE CODE OF PRACTICE ON EMPLOYMENT 2010**

**3.1 The Disability Discrimination Act makes it unlawful for the school, and therefore, any of its employees to discriminate in the field of employment, against a disabled person for a reason that relates to the persons disability, if that treatment cannot be justified. This applies not only to**

requirements, but to all areas of employment including the terms of employment, opportunities for promotion, transfer or training, dismissals or redundancies. This Code of Practice aims to ensure that the school acts within the law.

**To achieve our aims we will:**

To achieve our aims, the school will, wherever practically possible, seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications.

- Seek to ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.
- Ensure that disabled people are not disadvantaged when the renewal of fixed term contracts is being considered.

**3.2 RECRUITMENT**

Application and selection procedures used in the recruitment and selection of staff should encourage disabled people. All applicants should be asked when being called for interview if they require any assistance to enable them to participate fully in the interview, for example an accessible interview venue or provision of information in an alternative format.

All candidates will be assessed on their abilities, qualifications and experience according to the objective criteria developed for the post. It may be that a “reasonable adjustment” would be required to allow a disabled candidate to meet the criteria but it should be assumed, in deciding whether the individual meets the criteria, that the appropriate adjustment had been made.

**3.3 SUPPORT IN EMPLOYMENT**

Some disabled people may require additional support when settling into their working environment. Subject Leaders and colleagues should ensure that particular needs are discussed with the individual concerned. In particular, consideration should be given to any adaptation e.g. provision of equipment, modification to the working environment or to the organisation of the post, which may be necessary to enable the individual to work

on equal terms with non-disabled colleagues. Any necessary modifications should ideally be agreed and carried out before the individual commences work. Some of the adjustments may have implications for other staff and it is important that they are consulted about proposed changes. Consideration should also be given to parking facilities, toilet facilities and health and safety issues such as fire alarms and procedures.

**3.4 CONFIDENTIALITY**

Where the disability is not obvious, the individual should be asked if they wish their colleagues to be informed of their disability and Subject Leaders should respect their wishes in this regard. In certain cases, it may be appropriate for some colleagues to be aware of the condition in order to be able to respond appropriately in cases of emergency.

**3.5 TRAINING**

Training should be made available to disabled people on the same basis as their colleagues. Where special arrangements are required, for example, accessible training accommodation or handouts in an alternative form, this should be put in place.

**3.6 MEMBERS OF STAFF WHO BECOME DISABLED**

Losing the services of a member of staff who becomes disabled can deprive the school of a considerable asset in terms of the skills and experience of the individual as well as an investment in that individual's training and development. Where practicable the school will attempt to retain staff who become disabled and to ensure suitable employment for them. Senior members of staff should deal as sensitively as possible with these situations and seek help where required. Help should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status, financial loss and reduced self esteem. The school is required by law to make reasonable adjustments to enable the individual to continue in post.

#### 4. VISITORS

The school is used for school events and Community events, by visitors and members of the public. The school will aim to ensure that all buildings intended for use by these groups are accessible. Provision of information will also be required for emergency and evacuation procedures.

#### 5. RESPONSIBILITIES

All school staff are expected to be aware of this policy and treat disabled people, whether students, staff, visitors, members of the public in accordance with these provisions. In particular, the Senior Leadership Team will be responsible for ensuring that the policy is communicated effectively and is being implemented in their areas of control.

This policy will be reviewed annually.

#### Success Criteria

Reasonable adjustments are made for people with disabilities to ensure that they are not placed at a 'substantial disadvantage' for a reason relating to their disability.  
Students and their families and members of staff are involved in making decisions concerning the provision put in place to support them.

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SLT staff responsible:	Mrs R. Paul
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