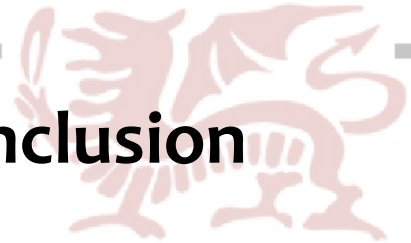




# GP05 – Disability Inclusion



<b>Last Review Date</b>	November 2020	<b>Next Review Date</b>	November 2021
<b>Leader of Policy Review</b>	Deputy Headteacher, Headteacher		
<b>Associated Policies</b>	Access for Disabled Persons, Additional Needs, Admissions, Equal Opportunities, Health and Safety, Hearing Support		

The School values the individuality of all students and is committed to giving each one every opportunity to achieve the highest standards. The expectations of all staff are high and students are encouraged to have a positive attitude and to achieve the best that they possibly can, both in and out of the classroom.

The School aims to be inclusive and actively seeks to remove barriers to learning and participation. Therefore equality of opportunity must be a reality for all our students and staff, including those who may be disabled.

This policy helps to ensure that School promotes the individuality and independence of all students, regardless of disability or impairment, gender, ethnicity, religion, attainment, age or background. The aims of our policy are:

- to actively seek to remove barriers to learning and participation
- to make equality of opportunity a reality for all our students and staff, including those who may be disabled
- to ensure that disabled and non-disabled students alike benefit from the education our school provides
- not to treat a disabled student or staff member less favourably than a non-disabled student or member of staff simply because of their disability
- to treat disabled students and staff more favourably in order to achieve equal access for all
- to make all reasonable adjustments to ensure that a disabled student or member of staff is not placed at a disadvantage
- to do our best to anticipate the needs of a disabled student or member of staff before they join the school

The Disability Discrimination Act (DDA) of 1995 was designed to end discrimination against disabled people and to improve access in all areas of life. New duties were put in place in 2002.

The Special Educational Needs and Disability Act (SENDA) of 2002 provides that it is unlawful for schools and Local Education Authorities in Wales to discriminate against disabled students in admissions, exclusions, education and other associated services.

The Equalities Act 2010 built further upon the legislation and strengthened the rights of disabled people in schools. Our school embraces the aims and values of this Act and strives to place disabled people to the forefront of our thinking so that they receive the opportunities for education and all experiences in our school as other non-disabled people do.

The DDA states that ‘a person has a disability if he or she has a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out day-to-day activities’. Physical impairments include sensory impairments (vision and hearing). Mental impairments include learning difficulties. Disability is not the same as additional needs; not all children who are defined as having a disability have additional needs, and vice versa.

## **PHYSICAL ENVIRONMENT and ACCESSIBILITY PLAN**

We will endeavour to improve provision for disabled students by developing the physical environment of the school, within the limits of the resources available.

The LEA's Accessibility Strategy states that the Local Authority is responsible for adaptations that cost more than £100. The strategy provides for two main approaches to improving physical access to the school:

1. The school building will be adapted in line with the specific access requirements of children with a disability who are admitted to the school
2. As part of a rolling programme of development, to make improvements to various areas such as:
  - o exterior access to the school
  - o entry into and exit from the school
  - o accessible toilet and other personal needs
  - o movement around the building
  - o all room accommodation within the building, as well as furniture and other items
  - o emergency and health and safety practices and procedures
  - o ICT facilities

From 1st October 2004 it has been unlawful to discriminate against disabled people when accessing public premises. The School, as a public building, is therefore required to make 'reasonable adjustments' to promote and enable access. The School has an Access for Disabled Persons (Accessibility) Plan that covers the measures we have already taken, and are still taking, to remove disabling barriers. Changes that might be required could relate to:

- improved access to the physical environment of the school
- increased access for disabled students to the curriculum
- improving the delivery of written information to disabled students

The Access for Disabled Persons (Accessibility) Plan is matched to our School Development and Improvement Plan (SDIP) that is revised annually and contains relevant targets. This is reported upon in our Governors' Annual Report to parents

The Access for Disabled Persons (Accessibility) Plan feeds directly into the LEA's Accessibility Strategy which is built upon information gathered from the Accessibility Plans of all its schools.

The access needs of staff are not addressed directly in the Access for Disabled Persons (Accessibility) Plan, but aspects of staff inclusion do feature in it.

## **CURRICULUM and SUPPORT FOR STUDENTS**

In line with the national curriculum we offer a broad and balanced curriculum that is accessible to all students. We aim to develop positive attitudes in all students, and to ensure their wellbeing by taking account of their varied needs. Disabilities and impairments can limit student access to the building, the curriculum, and to information. Therefore every teacher will address the individual needs of each student.

The School has a very extensive curriculum that provides entitlement for all through its commitment to equality of opportunity. The components of the National Curriculum are designed to be accessible by all pupils. In KS4 and the Sixth Form there are a large number of courses being studied. These are available for course selection by any students, subject to academic pre-requirements. The curriculum is monitored and reviewed annually. Through our Equal Opportunities Policy the curriculum is designed to be relevant, appropriate and accessible to all irrespective of gender, race or disability.

Our teaching strategies enhance learning and participation in a broad and balanced curriculum. All lessons and out-of-school activities and school trips are fully inclusive. We use language that does not offend, and we make staff and students aware of the importance of language. Our resources contain positive images of people with disabilities, and students are able to improve their understanding through activities such as learning to use sign language.

Reasonable adjustments to improve access to the curriculum will also include classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments we make are dependent upon a student's individual needs, which are reflected in their Individual Education Plans. We draw upon all sources available and therefore parents and carers are asked to keep us informed about any relevant issues in order that we can work towards resolving them.

The School will liaise with specialists to support individual students. Among these specialists are the following: therapists, such as physiotherapists and speech and language therapists; school and community nurses and doctors; educational psychologists; Inclusion Welfare Officers; and the staff of the voluntary and statutory agencies. We benefit from the LEA's advice and its provision through services such as the Integrated Disability services and the Learning Inclusion Service.

## **STAFF**

When advertising posts, interviewing applicants, or deciding on appointments, the School will follow all necessary procedures and not discriminate against disabled persons. Flintshire LEA regularly runs courses for the professional development and training of staff, and this includes training in disability and inclusion issues. All staff are encouraged to attend them.

Should a member of staff become disabled, the Governing Body will make reasonable adjustments to that person's employment arrangements, including the premises, in order to enable them to continue in post. This will be done in consultation with the employee, their representatives, the LEA and other appropriate bodies.

## **INFORMATION**

Upon request information can be made available in alternative formats that are clear and user-friendly. This will include Braille, audiotape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

## **POLICY INTO PRACTICE**

The Governing Body is the responsible body for the school's duty not to discriminate. The designated member of staff, together with a nominated governor, jointly discharge the responsibility of ensuring that we meet these obligations, including liaising with the LEA, keeping the Governing Body informed of any new regulations, and ensuring that the school regularly reviews its processes and procedures.

The Headteacher implements the school's disability inclusion policy on a day-to-day basis and ensures that all staff are aware of the details of the policy as it applies to them, and also of their responsibilities to all students. All members of staff are fully committed to the policy of non-discrimination.

## **MONITORING and LEA INFORMATION**

We have high expectations of all our students. We monitor a range of data to make sure that all students are making the best progress possible and that none are underachieving. Our monitoring includes:

- admissions
- attainment
- exclusions
- rewards, sanctions
- parental and student questionnaires

Evaluations based on this data informs the SDIP.