



St Mary
Magdalene
Academy

DISABILITY AND ACCESSIBILITY PLAN/POLICY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

DISABILITY AND ACCESSIBILITY - POLICY STATEMENT

ST MARY MAGDALENE ACADEMY

Approval Committee:	Full Governing Body
Review Committee:	Finance, Premises and Personnel (FP&P)
Author/responsible person:	Head Teacher
Last reviewed:	<i>June 2015</i>
Next review date:	Autumn 2018 (every 3 years)
Required to publish on website?	No
Statutory?	No

1.1 Introduction

- 1.1.1 The Academy is committed to a fair and equal treatment of all individuals regardless of disability. The Academy welcomes applications from disabled¹ people to join the Academy community as pupils and staff.
- 1.1.2 The Academy is committed to its responsibilities towards disabled people under the Equality Act 2010.
- 1.1.3 The Academy has been designed and built to be accessible for disabled people.

1.2 Aims

- 1.2.1 The aims of this statement are to ensure that:
- i. applications for admission from all potential pupils are considered in line with the published admission arrangements and the requirements of the Equality Act 2010;
 - ii. applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications;
 - iii. disabled staff and pupils have access to the appropriate support and adaptations to enable them to play a full part in Academy life;
 - iv. the views of individual disabled pupils or staff are taken into account at all times when their requirements are being assessed;
 - v. all disabled pupils are fully integrated into the Academy, individual needs are assessed and adjustments are made where reasonable.
 - vi. staff working with disabled colleagues or pupils have appropriate information, support and training to enable them to work effectively with and alongside their colleagues and pupils;
 - vii. the Academy Partnership takes steps to enable staff and 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;

¹ For the purpose of this document a person is disabled if they satisfy the definition of disability in the Equality Act 2010, namely that they have a physical or mental impairment which has a substantial and, long-term adverse effect on their ability to carry out normal day-to-day activities.

- viii. disabled members of the public can fully participate in public events held within the Academy; and
- ix. no disabled pupil or staff member is treated less favourably or unfavourably as a result of their disability.

1.3 Complaints or concerns

- 1.3.1 Any pupil who is concerned about any form of discrimination, including disability discrimination, should raise the issue with the Headteacher in accordance with the Equality Opportunities policy for pupils.
- 1.3.2 Incidents of bullying, harassment and abuse are monitored and recorded centrally. Difficult or sensitive issues are dealt with carefully and an appropriate response by staff recognised and encouraged.
- 1.3.3 Inappropriate behaviour which relates to any of the Protected Characteristics (including physical and verbal abuse) is dealt with very seriously in accordance with the Academy's Anti-Bullying policy. If you have any concerns in this regard, please contact Ray Boxall, Director of Learning: Pastoral
- 1.3.4 Offensive comments, whether made intentionally or not, are dealt with firmly. Staff members may not ignore any form of abuse. Steps must be taken to explain fully to the perpetrator and the victim that such behaviour is unacceptable and will not be tolerated.
- 1.3.5 The Academy ensures that its procedures for disciplining pupils and managing behaviour are fair and equitable to all pupils. Staff members operate consistent and clear systems and sanctions which the whole Academy community are aware of. Please refer to the Academy's behaviour policies in this regard.
- 1.3.6 Any suspected child abuse must be reported to the Academy's appointed Child Protection Officer (please refer to the Academy's separate Safeguarding and Child Protection Policy in this regard).
- 1.3.7 Parents of pupils (including anyone with parental responsibility for the pupil) have the opportunity to lodge complaints if they are concerned about any form of unlawful discrimination. Such complaints should be made in accordance with the Academy's separate Complaints Procedure.
- 1.3.8 Complaints will be noted and any action taken recorded in an incident file.

- 1.3.9 Staff members are also referred to the Academy's separate Equal Opportunities Policy in respect of staff.

1.4 Implementation

- 1.4.1 The Special Educational Needs Co-ordinator (SENCo) and Head Teacher will be responsible for ensuring that staff and parents/carers are made aware of this policy and that the Disability Code of Practice set out below is followed. (Throughout this policy, the term "parents" means all those having parental responsibility for a child.) Please see the Academy's Special Educational Needs (SEN) policy for further details.
- 1.4.2 The Head Teacher and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented.

1.5 Disability Code of Practice

Environment

- 1.5.1 Any future building projects will be considered at the planning stage for accessibility and usability by disabled people and will be informed by consultation with disabled users.
- 1.5.2 Evacuation procedures and escape routes for disabled pupils and staff will be carefully planned in line with current regulations and published.

Pupils

- 1.5.3 Disabled pupils, including those 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 pupil, the SENCo and an Individual Education Plan drawn up on an annual basis.
- 1.5.4 The Academy recognises that special arrangements may be required to enable disabled pupils, including those with 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. Both the Academy and the Examination Boards have duties under the Equality Act 2010 towards disabled pupils. Pupils and parents will be made fully aware of the process for making special arrangements for assessment and examinations by

the SENCo in liaison with specific Curriculum Leaders and the Academy's Examinations Officer.

Staff

- 1.5.5 The Academy will:
- 1.5.5.1 consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act 2010 (see References section below).
 - 1.5.5.2 ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.
 - 1.5.5.3 ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.
- 1.5.6 Members of staff who become disabled, so far as is practicable, should continue to remain employed by the Academy at the discretion of the Head Teacher and Governing Body, dependant on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.
- 1.5.7 In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).
- 1.5.8 The Academy will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.
- 1.5.9 The Academy will ensure that a programme of training is offered to staff to increase their awareness of the needs of disabled pupils and inform them of appropriate action to be taken when delivering the curriculum. Teaching Assistants will support teaching staff as required to help ensure that disabled pupils have equal access to the curriculum.
- 1.6 **Monitoring, Evaluation and Review**
- 1.6.1 The Governing Body will review this policy at least every three years and assess its implementation and effectiveness.

1.7 Statutory and Non-Statutory Guidance

- Equality and Human Rights Commission's Equality Act 2010 Technical Guidance Education and Academies - http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/ehrc263_code_england_v3.pdf
- Equality and Human Rights Commission's Equality Act 2010 Reasonable Adjustments for Disabled Pupils Technical Guidance - http://www.equalityhumanrights.com/uploaded_files/EqualityAct/rafd_p_final.pdf
- Equality and Human Rights Commission's Technical Guidance on the Public Sector Equality Duty - http://www.equalityhumanrights.com/uploaded_files/PSD/technical_guidance_on_the_public_sector_equality_duty_england.pdf
- Equality Act 2010 Statutory Code of Practice on Employment - http://www.equalityhumanrights.com/uploaded_files/EqualityAct/emp_loyercode.pdf
- http://www.equalityhumanrights.com/uploaded_files/EqualityAct/odi_equality_act_guidance_may.pdf
- http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/essential_guide_update_nov.pdf
- http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/public_sector_equality_duty_guidance_for_Academys_in_england_final.pdf
- Equality and Human Rights Commission's Good Practice guidance - <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-guidance-downloads/index.html>

1.8 Useful Organisations

- Equality and Human Rights Commission – www.equalityhumanrights.com
- The Council for Disabled Children – www.councilfordisabledchildren.org.uk
- ACAS – www.acas.org.uk