



DISABILITY EQUALITY AND ACCESS POLICY

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Statutory
Assistant Head (M Newman)

DISABILITY EQUALITY AND ACCESS POLICY

Henlow Church of England Academy seeks to ensure that its practices are fully inclusive and undertakes to involve disabled students, parents, staff and interested members of the community and to have a Disability Accessibility Plan. This sits alongside the duty to promote other aspects of equality. The school's aim is to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability-related harassment, promote positive attitudes towards disabled people, encourage disabled people's participation in public life; and take steps to take into account people's disabilities, even where that involves more favourable treatment.

Definition of Disability The Equality Act 2010 defines a disabled person as 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'. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

The Equality Act also covers those with severe disfigurements; impairments controlled or corrected by the use of medication, prostheses; an aid or otherwise; progressive symptomatic conditions; a history of impairment. Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis. But excluded are those with an addiction to or dependency on nicotine, tobacco or other non-prescribed drugs or substances; seasonal allergic rhinitis (hay fever) and certain mental illnesses with anti-social consequences.

The School's duty will discharge its responsibility towards disabled staff, students and those using the School's services by ensuring that disabled people are not treated less favourably in the following aspects: - accessibility to the premises and facilities - accessibility to the curriculum - accessibility of associated educational services - training of staff and students The School has further duties as follows which are included in the 3-year plan: - to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum. - to improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled - to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. - the provision of auxiliary aids and services to disabled pupils

Unlawful Discrimination. Henlow Academy will ensure that discrimination is prohibited in the selection and appointment and promotion arrangements for staff, staff conditions of service and training, the arrangements for determining student admission, the terms on which admission is offered, refusing or deliberately omitting to accept an admission application, provision of education or associated services (including educational visits and extra-curricular activities) and exclusions,

Students Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled students, while bearing in mind the interests of other students. In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning. The School will endeavour to make improvements in access to the curriculum for disabled students; make physical improvements to increase access to education and associated services (e.g. extra-curricular activities); make improvements in the provision of information in a range of formats for disabled students and to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this.

Staff The development needs of disabled staff will be discussed with the member of staff through the established Professional Development Review process. 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 school aims to make adjustments to the premises to enable the member of staff to teach effectively.

Harassment The School values each member of staff for their contribution and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reason of his/her disability. The Trustees will take positive action against any employee's harassment of another employee on the ground of their disability or any other grounds recognised by the law, and to report instances of harassment to the Headteacher (or in the case of harassment by the Headteacher, to the Chair of Governors).

Staff Training Training will be given to staff to ensure that actions at School level may be undertaken to ensure inclusion of disabled members of staff and students. Support staff working with disabled members of staff and pupils will be given relevant training.

Off-site Activities The School will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the School.

Liaison with Parents Henlow Academy will ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills. Whenever appropriate, information to home is provided in different formats to take account of disability.

Staff with delegated responsibility and staff with pastoral responsibility will liaise closely with the homes of students 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.

Accessibility Plan The School will ensure that the needs of disabled staff and students are fully considered in any strategic planning for the development of the School grounds. When determining the priorities for the use of funds, the School will take into account the need to make the site more accessible for staff and students with disability. The School will bear in mind health and safety requirements and the interests of other students in all the above considerations.

The School Accessibility Plan aims to:

- enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties
- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account
- increase the extent to which disabled students can participate in the School curriculum
- improve the physical environment of the school in order to enable disabled students to take advantage of education and associated services.

Targets	Strategies	Outcome	Timeframe	Evaluation
Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item for Governors .	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
Training to raise awareness of equality and disability issues.	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues related to access.	On-going	
Review Equal Opportunities policy for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	On-going.	
Physical Environment				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	School Business Manager to arrange for appropriate professional to tour the school and produce a report on access / signage. Governors Premises and Finance Committee to check accessibility and then produce an Action Plan based on findings.	Any modifications needed will be made to the school building, signage and grounds that are needed to facilitate ease of access for all.	On-going.	
Curriculum				
Continue training for teachers and support staff on current and relevant aspects of SEND.	Review the needs of children with specific needs, provide all relevant training. Continue to share good practice.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On-going	
All out of school activities are planned to ensure, where reasonable, inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Training from ADHD to support teachers in organising classroom environment.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. Seating arrangements and equipment are considered where necessary and included in a child's plan	On-going	

Written/ other information

Make available school information for parents/carers in alternative formats.

The school will make itself aware of the services available for converting written information into alternative formats (such as different languages on the website)

The school will be able to provide written information in different formats when required for individual purposes (such as through Henlow Academy's website).

On-going

To continue improving communication for any hearing or visually impaired member of the school community.

To maintain and update systems to support access for these members of the community.

Pupils, parents and visitors who are hearing or visually impaired to be better able to access verbal or written information.

Review annually.
