



## Disability Policy

### 1. Introduction

#### **1.1 Overview**

At Al-Burhan Grammar School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our school aims to be an inclusive school, where equality of opportunity is a reality for all our children, staff and those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

*Our vision statement, school aims and ethos underpin our commitment to equality*

#### **1.2 Definition of Disability**

According to the Equality Act 2010 a person has a disability if they have physical or mental impairment that has substantial or long term adverse effects on their ability to carry out every day activities.

#### **1.3 DDA Policy Aims**

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

#### **1.4 Aims of this policy:**

- The promotion of equal opportunities for all people with disabilities.
- The elimination of discrimination that is unlawful (Equality Act 2010).
- The elimination of harassment related to disability.
- The promotion of an ethos of positive attitudes.
- The encouragement of full participation for disabled students and adults in school.
- To take steps to meet the needs of disabled people, even if this requires a measure of positive action
- Scrutiny of the methods of assessment undertaken and the impact on people with disability.
- The steps required for the delivery and maintenance of this policy.
- Complaints procedures to address complaints and concerns.



### **1.5 Responsibilities**

The Senior Leadership Team (SLT) will be responsible for the provision of advice and guidance to students, staff, job applicants and recruitment/interviewing panels on the implementation of this policy.

### **1.6 Our actions**

To ensure fulfilment of this policy, the school will:

- Develop a 3 year action plan to develop the DDA aspects within the school which will include the Accessibility Plan. These will be reviewed and developed by a working party.
- Anticipate the barriers that disabled pupils and adults may face and remove or minimise them before individuals are placed at a substantial disadvantage.
- Make reasonable adjustments in admissions, exclusions and ‘education and associated services’
- Ensure all pupils have access to all elements of the curriculum and inclusive teaching.
- Develop the physical environment to increase access to education and associated services at the school
- Improve the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.
- Ensuring suitable staff are trained for the moving of children with disabilities during times of emergency.
- Ensuring that we eliminate discrimination and harassment in our employment practice.

### **1.7 Monitoring and Review**

- The school will hold a central record of all people who wish to declare a disability, so that regular monitoring of the effectiveness of the policy may take place.
- The school will encourage the involvement of people with disabilities in the review implementation and effectiveness of the policy.
- Legislation and Codes of Practice as they apply to school policies are constantly being reviewed. Any change will be reflected in our documentation as soon as it is practicable.

## **2. Procedural Overview**

### **2.1 Procedures**

The key areas of the policy are:

- To endeavour to remove any physical access barriers to ensure our school is as accessible as possible for students, staff and visitors with disabilities.
- To foster positive attitudes amongst students and staff towards people with disabilities through education.
- Encourage the development and implementation of procedures to address the requirements of students and staff with disabilities across all departments of the school and to operate within the Disability Policy framework.
- Provide reasonable adjustments in the form of teaching strategies, alternative assessments, and support assistance for students with disabilities in all aspects of academic programmes including examinations.



- Advertise and promote the Disability Policy and procedures, and the provision of disability support within all areas of academic learning, and employment opportunities.
- Ensure monitoring and evaluation of this policy is a continuous process carried out by all members of staff.
- Should a student or adult disclose information about his/her disability, the colleague or the member of staff receiving the information will treat it with complete confidence and not impart it to anyone else.

Where it is proposed that the information should be revealed to a third party, the reasons for this will be explained to the individual and the individual's permission obtained before proceeding. Even if the member of staff believes it would be in the individual's interest to reveal the information, it would be improper to do so if the person declines to give permission.

In rare circumstances, staff, following consultation with the Headteacher, reserve the right to relax confidentiality when there appears to be serious risk to the individual or someone else. In such circumstances, the individual's consent will be sought, if at all possible.

## **2.2 Students with Disabilities**

- All students wishing to attend Al-Burhan Grammar School will be considered for a place regardless of disability.
- The school will expect a member of the SLT to act as Designated Disabilities Advisor to provide information and guidance to all students with disabilities.
- The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities, the provision of appropriate materials, equipment and facilities.
- Our curriculum, tutor time, assemblies and work with the wider community, will be a means to encourage staff, students, parents and visitors to respond positively to the diversity and richness that persons with disabilities bring to our school community.
- The school will use its best endeavours to ensure that the environment for work and study does not limit persons with disabilities from playing a full and meaningful part in every aspect of school life.
- The school will hold an up to date register of any student who legitimately declares they have a disability so that effective monitoring of academic and social progress may be made.
- The school will inform staff of individual students with disabilities to facilitate academic and social monitoring.

Any staff member requiring advice and support in relation to student disability, should seek assistance from the designated member of the SLT who has responsibility as the Designated Disability Advisor or through Learning Support.



## **2.3 Staff with Disabilities**

### *2.3.1 Recruitment*

- The school will review and develop its recruitment procedures to encourage applicants with disabilities and ensure that no unlawful discrimination takes place.
- Candidates with disabilities will have any additional needs met wherever possible and practicable if called for interview.
- All staff appointments will be made on the basis of qualifications, experience and skills of the applicant, regardless of disability.
- Wherever possible, the school will make such reasonable adjustments as are required to enable a successful candidate with a disability to take up the position.

### *2.3.2 Retention*

- The school will support, where possible, any employee who suffers a disability whilst at work, so that they may continue their employment.
- Any reasonable adjustments to the working environment will be made.

### *2.3.3 Training and CPD*

- Training and CPD opportunities will be available to all staff regardless of disabilities.
- Additional needs with regard to access, equipment and facilities will be made to ensure full participation is available.

### *2.3.4 The Working Environment*

The school will make every effort to ensure that the environment for work does not prevent persons with disabilities from taking up or continuing in employment for which they are suitably qualified.

## **2.4 Disability Awareness**

The school will ensure that awareness of disability is raised amongst all staff, students, parents and visitors. This is to ensure that:

- those involved in recruitment and selection are thoroughly acquainted with the policy and procedures
- all managers and colleagues of any employee with a disability have a clear understanding of the specific requirements and adjustments necessary and make a positive response.
- any member of staff, student, parent, governor or visitor with a disability is able to seek assistance, if required, to support and enable them to fully participate.

## **2.5 Links with External Agencies**

In order to ensure that people with disabilities gain the best possible support, the school will seek to consult with advisory groups so that we may make the best possible use of available resources.

## **2.6 Parents with Disabilities**

All reasonable steps will be taken to ensure that any information sent to or made available to parents will be published and accessible.

Every effort will be made to ensure that the environment does not prevent persons with disabilities from visiting the school.