



DISABILITY POLICY

Introduction

King's Leadership Academy is committed to fair and equal treatment of all individuals regardless of disablement. The Academy will welcome applications from people with disabilities to join the Academy community as students and staff.

The Academy's new buildings will be designed and built to have provision and accessibility for people with disabilities so that they may be integrated fully into Academy life. The curriculum will be designed to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.

Purpose

The purpose of this policy is to ensure that:

- applications for admission from all potential students are considered in line with the published admission arrangements
- disabled staff and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy
- the views of individual students or staff are taken into account at all times when their requirements are being assessed
- all students are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment
- staff working with disabled people, either as colleagues or as students, have appropriate information, support and training
- the Academy takes steps to enable staff and students who become disabled during their time at the Academy to continue in their chosen career or course of study as far as is practicable
- disabled members of the public can fully participate in public events held within the academy
- so far as is reasonably practicable, the Academy premises are accessible and safe for disabled people
- applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications
- disabled staff and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy
- The views of individual students or staff are taken into account at all times when their requirements are being assessed.

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Procedure

The Special Educational Needs Co-ordinator [SENCO] 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.

The Principal and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented.

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published.

Students

- Applications will be considered in line with the published admission arrangements for all students
- The Academy will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The Academy will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students
- As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, reasonable adjustments will be made in order to make alternative provision
- Students with a disability or 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 SENCO and an Individual Education Plan drawn up on an annual basis

The Academy recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students 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. Students 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 area managers and the Academy's Senior Examinations Officer

Resources

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- The Academy will ensure that a programme of training is offered to staff to increase their awareness of students with disabilities 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 students have equal access to the curriculum.
- As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, reasonable adjustments will be made in order to make alternative provision.

References

The Disability Discrimination Act 2005 [DDA 2005] amends or extends existing provisions in the DDA

1995 The Disability Discrimination Act [1995] states that an employer must make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

- adaptations to premises
- re-allocating some duties
- altering hours
- finding alternative accommodation
- rehabilitation leave
- training
- modifying equipment
- modifying instructions or manuals
- modifying assessment or testing procedures
- providing a reader or interpreter
- providing supervision

Further information can be obtained from:

- the ‘Code of Practice for Schools’ [Disability Discrimination Act 1995: Part 4]
- the Employment Service
- the Disability Rights Commission
- [\[www.drc.org/drc/RightsAndRequirements\]](http://www.drc.org/drc/RightsAndRequirements)

Equal Opportunities

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In implementing this policy all members of staff must take into account the School's overall Equal Opportunities policy. Staff must ensure that no person is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

Monitoring, Evaluation and Review

Great Schools for All Children will review this policy at least every two years and assess its implementation and effectiveness.



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Registered Office: King's Leadership Academy, Hillock Lane, Woolston, Warrington WA1 4PF
Telephone: 01925 817939. www.greatschoolstrust.org