

The Rural Enterprise Academy



## Disability Policy

Approved by Governors: **March 2017**

Review Period: **3 years**

Review by: **March 2020**

## **Roles and Responsibilities**

- 1.1 The Governing Body of The Rural Enterprise Academy have passed full responsibility to the Principal for the implementation of this policy.
- 1.2 The Academy will proactively promote this strategy to ensure that all staff and pupils are:
  - Aware of the Academy's vision, values and expectations of them as employees or pupils
  - Clear about what they need to do, and the role they can play to fully implement this strategy

## **2. Suggested Audience**

All teaching and support staff

## **3. Related policies**

This policy is part of a suite of policies which should also be referred to:

- Equal Opportunities Policy
- Child Protection and Training Policy Policy
- Safeguarding Policy

## **4. Academy Mission Statement**

"The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs"

## **5. Introduction**

- 5.1 In line with its inclusive ethos, the Academy welcomes people with disabilities and will comply with the requirements of the Disabilities Discrimination Act 1995 as amended by the Disabilities Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001. The Academy will make all reasonable adjustments to meet the needs of individual pupils, parents/carers, staff and other people from the wider community.
- 5.2 A disability is defined as: *A physical or mental impairment which has a substantial, long term (at least a year) and adverse effect on the ability to carry out normal day to day activities. (Disability Discrimination Act 2005)*

- 5.3 The Academy accepts that, in addition to the medical definition of disability, there may be other forms that may affect a pupil's performance. For example, many pupils with special educational needs can also be considered to have a disability. Pupils with conditions such as asthma, diabetes or arthritis may have a disability but not special educational needs.
- 5.4 The Academy is committed to inclusion and supporting learning for each individual, regardless of any disability (medical or social) they may have. The Academy aims to provide appropriate support, resources and facilities to meet individual needs and to encourage all pupils to achieve.
- 5.5 The Academy recognises that under the Data Protection Act all students are entitled to complete confidentiality when they disclose a disability, should they so wish.

## **6. Accessibility**

- 6.1 The Academy building has full accessibility. The following has been taken into consideration:
- Developing participation in the curriculum for pupils with disabilities
  - Developing physical access to the site and buildings
  - Improving access to information for parents and pupils with disabilities
- 6.2 The requirements above have been expanded by the Disability Equality Duty enacted in 2005 and came into force in 2006.

## **7. The Disability Equality Duty 2005**

- 7.1 The DDA 2005 brought in a duty on all public authorities to promote disability equality. The disability equality duty includes two main elements:
- A general duty
  - A specific duty.
- 7.2 Both apply to all publicly-funded schools including Academies. Responsibility for the duty lies with the Academy Trust. The disability equality duty builds on the Academy's duties under Parts 2, 3 and 4 of the DDA 1995.

## **8. The General Duty**

- 8.1 The Academy, when carrying out its functions, will have due regard to the need to:
- Promote equality of opportunity between disabled people and other people
  - Eliminate discrimination that is unlawful under the Disability Discrimination Act

- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

8.2 The duty will apply across the Academy's duties to:

- Disabled pupils
- Disabled staff
- Disabled parents and carers and other users of the school.

## 9. The Specific Duty

In addition to the general duty, regulations made under Part 5A of the DDA set out a specific duty on certain public authorities, including all publicly-funded schools, requiring them to demonstrate how they are meeting the general duty. In effect the general duty sets out what the Academy is going to do and the specific duty sets out how the Academy is going to do it and what will be recorded as evidence of what has been done.

## 10. Our Inclusive Approach

10.1 The Academy will strive to meet the needs of all individual pupils, staff, parents and carers and other site users by ensuring they have access to appropriate facilities, support and learning resources including staff. The Academy will achieve equality of opportunity by ensuring the following:

- Provision for pupils with learning and behaviour difficulties and disabilities will be an integral part of the equal opportunities policy
- The Academy will ensure that any future building programmes will comply with revised legislation at the time of the building programme and ensure new/remodelled buildings are accessible and meet the varying requirements of those with disabilities; pupils, parents/carers, staff and members of the wider community
- The Academy will continue to liaise with external organisations to promote inclusive learning and access to learning opportunities
- The Academy will ensure that staffing levels are appropriate to individual pupil's needs
- The Academy admissions procedure will give potential pupils and/or parents/carers the opportunity to register a learning difficulty and/or disability in order that the Academy can make appropriate arrangements to meet the individual need
- The admission procedure will ensure that each pupil will be provided with the most appropriate learning or behaviour programme to meet the individual's need and will receive initial assessment as appropriate
- The Academy will continue to raise the awareness of all staff of the equal opportunities policy and managing diversity and differentiation in

- the classroom
  - The Academy will provide specialist support and training for staff involved in teaching pupils with a learning or behaviour difficulty and/or disability
  - The Academy will ensure that Health and Safety legislation is taken into account and special measures are taken so not to compromise the health and safety of pupils, parents/carers, staff and members of the wider community with a learning difficulty and/or disability
- 10.2 The Academy will arrange specialist support depending on the individual's need; this will be initiated after discussing requirements with the individual, in the case of a pupil also with their parents/carers. For students, support can be altered according to any changes in their level of need and will be agreed in their support plan.
- 10.3 The Academy recognises that to provide the best possible support it will require specialist guidance so will liaise closely with Social Services, Education Departments, Educational Psychologist, Unions and other support agencies as well as the extensive support available from the Academy sponsor, South Staffordshire College.
- 10.4 The Academy will enable all pupils to sit examinations that are appropriate to their curriculum and will, with discussion, provide any reasonable specialist support required to do so. Notification to examination boards will be required, so advanced application is essential. This is both the duty of the Academy to provide and the pupil and parents/carers to request. Examination boards permit special arrangements for clearly defined reasons. These include:
- Physical disability
  - Visual impairment
  - Hearing impairment
  - Specific learning difficulties
  - Mental health difficulties
- 10.5 Special arrangements such as extra time for those pupils with a temporary disability can be made at the time of the examination.
- 10.6 The Academy and Governors will review its disability statement and scheme each year. Any recommendations after the review will be implemented during the following year.

## **11. Complaints Procedure**

- 11.1 The Academy welcomes positive comments to enable it to provide the best possible experience for all its pupils, parents, staff and members of the wider community. If you have a comment or wish to register a concern you should contact in the first instance, one of the following members of staff at the school -

The principal, Lorraine Makin, at the Academy.

- 11.2 If you wish to make a complaint about a matter related to a disability or difficulty you should use the Academy's complaints procedure found within the Complaints Policy and your complaint will be dealt with accordingly.

## **12. Monitoring and Review**

The Governors will review this policy bi-annually.

## **13. Approval by the Governing Body and Review Date**

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting