

Disability Statement

Key Requirements

Schools/Academies:

- must not treat a member of staff, a student or a parent with a disability less favourably than any other
- must make reasonable adjustments to ensure the full participation and integration of disabled staff and students
- must create an annual Individual Educational Plan for each disabled student
- must ensure that staff are appropriately trained to increase their awareness of the needs of those with disabilities
- must plan any future building projects with consideration to the needs of disabled individuals

1. Aims and Objectives

- 1.1 The desired outcomes of this policy are to ensure that, as far as is reasonably practicable and within the available resources, in UCST schools and ULT academies:
- (a) applications for admission from all potential students are considered in line with the published admission arrangements;
 - (b) applications for employment and for promotion are considered and assessed on the basis of the applicant's aptitudes, abilities and qualifications;
 - (c) disabled staff and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the school/academy;
 - (d) the views of individual students or staff are taken into account when their requirements are being assessed;
 - (e) all students admitted to the school/academy are fully integrated and individual needs are assessed and supported;
 - (f) staff working with disabled people, either as colleagues or as students, have appropriate information, support and training;
 - (g) staff and students who become disabled during their time at a school/academy continue in their chosen career or course of study as far as is practicable;
 - (h) disabled members of the public, including parents, can fully participate in public events held within the school/academy;
 - (i) school/academy premises are accessible and safe for all;



- (j) no disabled student or staff member is treated less favourably as a result of their disability.

2. Roles and Responsibilities

- 2.1 The Head/Principal, together with the LGB, has overall responsibility for ensuring this policy is implemented.
- 2.2 The Head/Principal, together with the LGB, has responsibility for ensuring that the school/academy complies with the requirements of the DDA and SENDA.
- 2.3 The SENCo is responsible for ensuring that IEPs are created and that staff and parents are made aware of the implication(s) of their contents.



Appendix 1: Special Educational Needs and Disability Act 2001 (SENDA)

The Act removes the previous exemption of educational institutions from the Disability Discrimination Act of 1995 (DDA).

It relies on three key concepts:

1. It is unlawful for a disabled person to be treated 'less favourably' by an institution because of his or her disability; for instance, because he or she is deaf.
2. If a disabled person is at a 'substantial disadvantage' the institution is required to take reasonable steps to prevent the disadvantage; for instance, by delivering courses in alternative ways.
3. Making reasonable 'adjustments' is a requirement in not discriminating. The judgement about what constitutes reasonable adjustments will vary depending upon factors which might include:
 - a) financial resources;
 - b) practicability;
 - c) the relevant interests of other people.

SENDA applies to disabled people generally, not just particular individuals; it follows that institutions have a duty to anticipate adjustments in advance.



Appendix 2 Further Guidance on the Implementation of the Code of Practice

1. Code of Practice (Disability Discrimination Act 1995: Part 4)

1.1 Environment

- a) Evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published by individual schools/academies.

1.2 Students

- a) An applicant's disability should not prevent him/her from being offered a place unless:
 - (i) the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
 - (ii) the school/academy would be unable to provide suitably-trained staff or facilities to allow the requirements of the school's/academy's curriculum to be met.
- b) 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, alternative provision should be made wherever possible.
- c) Schools/academies should liaise with the relevant Examination Boards where that is required; students and parents should be made fully aware of this process.

1.3 Staff

- a) Where schools/academies seek to make reasonable adjustments to enable disabled staff to continue in post, some or all of the following options should be considered:
 - (i) Reasonable adaptations to premises and/or alternative accommodation



- (ii) Re-allocation of some duties; redeployment
 - (iii) Altering hours and/or rehabilitation leave; a gradual return to work
 - (iv) Training
 - (v) Modifying equipment, instructions
 - (vi) Provision of a reader, interpreter, supervision
 - (vii) Premature retirement on grounds of incapacity; termination of employment
- b) Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school/academy at the discretion of the Head/Principal and Local Governing Body (“LGB”), who should take into account the member of staff’s ability to carry out the duties of their post.
- c) In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration will be given to the selection of the most appropriate option(s).

