

Archbishop Ilsley Catholic Technology College & Sixth Form Centre

School Policy

Our school welcomes applications from students with learning difficulties and/or disabilities and considers each case individually. Normal criteria for entry to courses will be borne in mind when advising applicants but will not be the sole determinant of suitability for any subject or level. Every effort is made to support students on any course as appropriate.

Admission Arrangements

You will be sent a prospectus upon request. A large print version is available upon request.

Records for all students transferring from another school will be required. You may wish to ask your child's primary school to provide details of any additional support they have received in the past so that we can discuss this at your initial induction meeting.

During your child's induction meeting you will be asked about any needs they have. These will be discussed in private in a friendly and supportive manner.

Educational Facilities and Support

The facilities available at the school are described in the prospectus. If your child needs any specialised equipment the school may be able to lease or purchase it.

Staff will provide teaching and support as for all pupils. The school will undertake to provide expertise from specialist outside agencies where this available and advised. In addition individual and small group tuition can be arranged where appropriate.

Careers advice is available when appropriate.

Additional Support

Individual support is available if required. The Pastoral Support Team can also provide access to confidential counsellors and learning mentors. Support can be given with any social, domestic or medical problem. The school has a medical room and a number of staff have first aid qualifications.

Examination Arrangements

The school provides any special support requirements allowed by the Examination Boards. These should be discussed with the school Examination Officer who will make the necessary arrangements.

Physical Accommodation

There are ramps which make all ground floor areas of the school accessible to pupils in wheelchairs. Disabled toilets are located on the ground floor of the Humanities Block. Future developments include the provision of lifts to the second floor.

All complaints and appeals will be dealt with promptly according to the school's complaints policy and procedures. If you have a complaint please make an appointment to see a member of the Senior Management Team.

Disability Equality Scheme

1. Policy Statement

Archbishop Ilsley Catholic Technology College and 6th Form Centre is committed to promoting equality of opportunity for all disabled staff, students and visitors. The school seeks to create an environment that is open and accessible, where diversity and individual choice are respected, thus enabling all of its members to participate fully in school life. In particular, the college seeks to:-

- Acknowledge, through Gospel vales, the individuality of all and the right for all members of the community to achieve through endeavour.
- Eliminate unlawful discrimination and disability-related harassment.
- Take all reasonable steps to meet disabled people's needs.
- Promote positive attitudes towards disabled people.

This scheme should be read in conjunction the school's Equal Opportunities Policy.

2. Definition

A person has a disability if he or she has a "physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities" (Disability Discrimination Act 1995, Part 4). The Disability Discrimination Act 2005 broadens the definition to include unseen disabilities, for example HIV infection, multiple sclerosis and cancer. Disability therefore covers a wide range of mental and physical impairments including those affecting mobility, hearing and sight, learning difficulties including dyslexia and medical conditions including mental health problems.

3. Scope

This scheme applies to all staff and students of Archbishop Ilsley Catholic Technology College and 6th Form Centre, to applicants and visitors to the school and to contractors working on the school site.

4. Legislation

The DES complies with the requirements of the Disability Discrimination Act 1995, the Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act (SENDA).

5. Discrimination

- a) Discrimination may occur in two ways:-
- By treating a disabled person less favourably, for a reason related to the person's disability.
 - By failing to make a reasonable adjustment, resulting in a disabled person being placed at a substantial disadvantage.
- b) The school will not discriminate against any person because of a disability unless this can be justified. In exceptional circumstances the school may genuinely and reasonably believe that less favourable treatment is necessary, for example, where the health and safety of the disabled person or someone else would be placed at risk or excessive and unreasonable adjustments would be needed to accommodate the disability.

6. Reasonable Adjustments

- a) The school will seek to make reasonable adjustments, wherever possible, to accommodate individual needs: furthermore, it will seek to anticipate the requirements of disabled people so that it is in a position to comply with its duty as and when required.
- b) Examples of reasonable adjustments:-
- Providing publicity materials and information in alternative formats
 - Allowing absences for rehabilitation, assessment or treatment
 - Making special arrangements for parking and access to buildings
 - Modification of equipment
- c) The school will discuss with disabled members of the school community what reasonable adjustments are needed. If there is not sufficient expertise available in the school to deal with a particular reasonable adjustment, the school will seek specialist advice, for example, from the Disability Rights Commission.

7. Responsibilities

- a) The Headteacher and Governors have overall responsibility for meeting the legal requirements related to disability.
- b) The Senior Management Team and teaching staff, in consultation with Equal Opportunities Committee, has responsibility for managing the implementation of the DES and for monitoring its effectiveness.

- c) All staff are expected to be aware of the DES and to treat disabled people, whether students, staff or members of the public, in accordance with its provisions.

8. Disclosure

- a) All existing and prospective members of the school community are encouraged to disclose their disabilities so that appropriate support can be made available to them
- b) The school will identify pupils' needs through its enrolment and induction processes. Pupils will be encouraged to disclose disabilities not already disclosed, at any stage of their course.
- c) All information relating to such a disclosure will be treated sensitively, in accordance with normal school procedures and the Data Protection Act.

9. Recruitment (staff) and Admissions (pupils)

- a) The school welcomes applications from all people, disabled or otherwise, who are suitably qualified for the course or job advertised.
- b) Applicants who are aware they have specific needs at the time of application to the school are encouraged to outline them in confidence so that appropriate arrangements can be made before and during the interview.
- c) Where adjustments to the school environment are required, the school will make every effort to respond, provided this may be achieved within reasonable resource constraints; for example, the school will assist pupils and staff with the acquisition, use and storage of special equipment.
- d) Where a disability has been declared, interviews with potential pupils and staff will include an assessment of the applicant's expectations and needs, together with an assessment of whether the school's facilities and resources are sufficient to meet those needs.
- e) Applications will be assessed on the basis of suitability for the job or course in question. The assessment will be independent of, and will not be influenced by, any considerations relating to the support requirements of the applicant.

10. Employment

- a) The school will not discriminate against a person for a reason that relates to the person's disability, if that reason cannot be justified. This applies to all areas of recruitment and employment, including terms of employment, benefits, opportunities for promotion, staff development, dismissal and redundancies.
- b) Every reasonable effort will be made to enable staff who become disabled while employed at the school to remain within its employment.

11. Teaching and Learning

- a) Departments will employ teaching and learning strategies which make the courses inclusive as is reasonably possible; and, where appropriate and reasonable, make adjustments to accommodate disabled pupils' individual needs.
- b) Course specifications will not include unnecessary barriers to access by disabled pupils.
- c) Assessment and examination policies, practices and procedures will be adjusted, where possible, to provide disabled pupils with the same opportunities as their non-disabled peers to demonstrate achievement of learning outcomes; this may involve alternative assessment and examination arrangements.
- d) Where appropriate, specialist training will be provided for teachers of disabled pupils to ensure they have the knowledge and expertise to provide adequate support.

12. Learning Support

- a) All pupils will undertake screening procedures during induction, in order to identify learning support needs.
- b) All pupils will be offered advice and support from the school Pastoral support structures; they will be given the opportunity to review their learning needs and negotiate support to help them meet those needs. For pupils who have identified needs and who wish to receive support, the needs will be recorded on an Individual Learning Plan (ILP) and the information shared with Heads of Department, subject teachers, personal tutors and parents, as appropriate.
- c) The Special Needs Department will make arrangements for pupils to take advantage of appropriate concessions in examinations as recommended by an educational psychologist or another qualified professional. Concessions may include extra time, the use of computers, readers, amanuensis and relocation to a separate room.

Where appropriate, teachers will seek professional help, for example from an educational psychologist, in deciding the level of disability and the level of help and support required.

13. Career Development (staff)

- a) All employees have equal rights to training, promotion and other aspects of career development. Special employment needs will not be used to justify a failure to promote or train any employee.
- b) The school undertakes that it will do all it reasonably can do to ensure that the training and staff development it provides will be fully accessible to all, including venues and materials.

- c) All staff will be asked at least one a year, during their appraisal, if their needs have changed, and if any steps need to be taken to ensure that their development needs are met.

14. Physical Accommodation

- a) The school is committed to making its site accessible; where necessary, adaptations to accommodation will be made subject to reasonable resource constraints.
- b) Where appropriate, the school will carry out a risk assessment to ensure that accessibility for particular disabilities complies with the school's health and safety policy.

15. Equality Impact Assessment (EIA)

- a) The DES, along with all other school policies, will be assessed for its impact on different groups of disabled and non-disabled staff and pupils.
- b) The purpose of impact assessment is both to ensure that decisions and activities do not disadvantage disabled people, and also to identify opportunities to promote equality
- c)