



# The John Fisher School

## Disability Equality Policy

**Responsible:** Governors' SLAW Committee

**Next Review Date:** October 2019

*"All of us are called to express God's love in our daily life, valuing the difference and equal dignity of every person .... Our task, as members of the Church, is to translate Christ's message of inclusion into practical action, so that the contribution of each member is respected and nurtured."*

*"Valuing Difference People with disabilities in the life and mission of the Church" (Bishops conference of England and Wales November 1998)*

Nurturing young Catholic gentlemen  
Aspiring for Academic, Cultural & Sporting Excellence

***This policy has regard to the statutory guidance contained in the Special Educational Needs & Disability Code of Practice - January 2015***

### **1. Introduction**

The John Fisher School has an obligation under the Equality Act 2010 to:

1. Increase the extent to which students who are disabled can participate in the school curriculum;
2. Improve the environment of the school so students who are disabled can take greater advantage of education and associated services;
3. Improve the delivery of the curriculum to students who are disabled.

This policy should be read in conjunction with the school's Accessibility Plan.

### **2. What defines 'reasonable adjustments'?**

In determining what is reasonable the school will have regard to:

- ***The financial resources available to the school,***
- ***The costs of any particular alteration to the premises, staffing arrangements, or special equipment required,***
- ***The practicality of making reasonable adjustments,***
- ***The extent to which aids and services will be provided via an Education, Health and Care Plan (EHCP) or by provision paid for outside the school's resources,***
- ***Health and Safety requirements,***
- ***Not treat students who are disabled less favourably for a reason related to their disability.***

This policy sets out the proposals of our school to increase access to education for students who are disabled in the areas required by the planning duties of the Equality Act:

- to make reasonable adjustments for students who are disabled, so they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for students who are disabled.

### **3. Statement of Intent:**

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 (Equality Act 2010).

At The John Fisher School we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010, so that we meet the Disability Equality Duty (Dec 2006).

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. Our Admissions Policy does not discriminate against disabled students.

The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will NOT tolerate harassment of disabled people with any form of impairment.

This school uses Christian Values as its basis for its work to improve equality for, and tackle discrimination against disabled people.

The Disability Policy will cover the following elements:

- 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.
- A bi-annual review mechanism. Complaints procedures to address complaints and concerns.
- The School Leadership Team 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.

#### **4. 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.
- To 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.
- To provide reasonable adjustments in the form of teaching strategies, alternative assessments, and support assistance for students with disabilities in all aspects of academic programmes.
- To promote the Disability Policy and procedures, and the provision of disability support within all areas of academic learning, and employment opportunities.
- To 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.

## **5. Students with Disabilities:**

- All students wishing to attend The John Fisher School will be considered for a place regardless of disability.
- 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 Leadership Team who has responsibility for pastoral care and safeguarding, or through the school's SENDCo.

## **6. Staff with Disabilities:**

### 6.1 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.

### 6.2 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.
- 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 possible.

## **7. Other Persons with Disabilities:**

- All reasonable steps will be taken to ensure that any information sent to or made available to other persons 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.

## **8. 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.

#### **9. 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.

#### **10. Monitoring:**

- The school will hold a central record on the SIMS system, 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.

#### **11. Links with External Agencies:**

- Liaison will be maintained with specialist advisory agencies and groups at local and national level.
- 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.

#### **12. The Role of Senior Leadership and Governors:**

- Senior Leaders are responsible for the implementation of the policy with the staff for whom they are responsible. If they have a colleague or student with a disability in their company or subject area, their needs must be considered through discussion with that person, and advice and support sort where necessary.
- Senior Leaders and Governors must be made aware of their responsibilities under the Disability Discrimination Act (DDA) and ensure that they are implemented. Advice support and training may be provided by the Local Authority as appropriate.

- Senior Leaders and Governors are expected to set an example to ensure that all staff are aware of the policy and act in accordance with it, ensuring that discrimination on grounds of disability does not occur.

### **13. Role of SENDCo:**

- The SENDCo will co-ordinate additional support for students with SEND and liaise with their parents, teachers and other professionals who are involved with them.
- The SENDCo has responsibility for requesting the involvement of an Educational Psychologist and other external services particularly for students receiving additional support. This also includes general assessments, administration and parental support.
- The SENDCo, with the support of the Headteacher and other teachers, will develop effective ways of overcoming barriers to a child's learning and ensuring that they receive effective teaching through assessing the child's needs and setting targets for improvement.
- SENDCo must also collaborate with Directors of Learning, Subject Leaders and curriculum co-ordinators at the school to ensure that the learning requirements of all children with SEND are given equal emphasis and priority.
- For students on the school's register of SEND, the SENDCo will, working with other professionals, consider the child's needs, and will take the lead role in getting further assessment of a child where necessary, by contacting the Local Authority. They normally will be responsible for making a request of the Local Authority for a Statutory Assessment which may result in an Education, Health and Care Plan (EHCP).