

Ratified by Oasis Academy Bristol's
Academy Council:
9th December 2009

Disability Equality (Students) Policy

Implementation: May 2009
Review: May 2011



1 Introduction

- 1.1 The Academy is committed to a 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, staff and Academy Council members.
- 1.2 The Academy has been designed and built to have provision and accessibility for students with disabilities so that they may be integrated fully into Academy life. The curriculum has been designed so that it may be delivered to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.
- 1.3 This policy is guided by Oasis Community Learning's ethos, which states our commitment to model inclusion and compassion throughout all aspects of the life and culture of each Oasis Academy community. To view the full ethos statement see appendix 1.

2 Aims

- 2.1 The aims of this policy are to ensure that:
 - Applications for admission from all potential students are considered in line with the published admission arrangements.
 - Disabled 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 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 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 participate in public events held within the Academy.
 - So far as is reasonably practicable, the Academy premises are accessible and safe for disabled students; and
 - No disabled student is treated less favourably as a result of their disability.

3 Implementation

- 3.1 The Special Educational Needs Co-ordinator (SENCo) will be responsible for ensuring that staff and parents are made aware of this policy and that the Disability Code of Practice set out below is followed. (Throughout this policy the term 'parents' means all those having parental responsibility for a child.)
- 3.2 The Principal and the Oasis Community Learning Board will have overall responsibility for ensuring that this policy statement is implemented.

4 Disability Code of Practice

Environment

- 4.1 Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.
- 4.2 Evacuation procedures and escape routes for people with disabilities will be carefully planned and published.

Students

- 4.3 Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the Academy unless:
 - The content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
 - The Academy would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met.
- 4.4 The Academy will aim to provide disabled students 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.
- 4.5 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 will be made.
- 4.6 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 IEP drawn up on an annual basis if a statement is not already in place.
- 4.7 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 Inclusion Co-ordinator – Learning Support in liaison with specific curriculum area managers and the Academy's Examinations Manager.

5 Liaison with Parents

- 5.1 The Academy will report to parents annually on:
 - the Accessibility Plan;
 - how the Academy helps disabled students gain access to the curriculum; and
 - what the Academy does to ensure fair treatment for disabled students.
- 5.2 The Academy will continue to ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills.

- 5.3 Whenever appropriate, information to home will be provided in different formats to take account of disability.
- 5.4 Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will liaise closely with the homes of students who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.
- 5.5 The Academy, at least annually, will remind parents of the Academy's Complaints Procedure.

6 Staff Training and Awareness

The Principal will ensure that all staff are aware of this policy and plan, and its implications for their work in the Academy. They will also ensure appropriate training for staff who have relevant responsibilities towards disabled staff, students and visitors.

7 The Disability Accessibility Scheme

- 7.1 The Scheme (set out in Appendix 2) aims to improve access to all aspects of education within the Academy. The Academy is organised in a way that:
- helps to remove any existing barriers to students;
 - aims to widen the opportunities for including more students within the academy;
 - enables any difficulties to be overcome.
- 7.2 In this way the Academy is showing its commitment both to the members of staff and students and its community, based on the promotion of self-respect and respect for others.
- 7.3 The plan (set out in Appendix 3) has three inter-linked elements:
- a) Improvements in access to the curriculum by:
- Providing for all students a curriculum which is appropriate to them.
 - Ensuring that the curriculum is delivered in such a way that all students regardless of any impairment, may benefit fully from it.
- b) Improvements to facilities by:
- Physical improvements to increase access to education and associated facilities.
 - Providing appropriate educational equipment and physical aids so that educational programmes in the Academy can be fully accessed by all students.
- c) Improvements to the premises by:
- Ensuring that all the Academy buildings and grounds facilities are accessible to students with mobility, sensory and other impairments.
- d) Improvements to Information by:
- Providing for students and their parents, information about the Academy that takes account of disability and its curriculum in a format that takes account of any disability.
 - Improvements in the provision of information in a range of formats for students.

8 References

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:

- i the 'Code of Practice for Schools' (Disability Discrimination Act 1995: Part 4)
- ii Jobcentre Plus
- iii the Equality and Human Rights Commission (www.equalityhumanrights.com)

9 Monitoring, Evaluation and Review

- 9.1 The Oasis Community Learning Board will review this policy at least every two years and assess its implementation and effectiveness.

10 Date of next Review: May 2011

Signed: _____

Date: _____

Chair of Academy Council

Appendix 1

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

Appendix 2

The Disability Accessibility Scheme

1 Consultation

In developing this Scheme the Academy will consult staff, parents and students, and any appropriate agencies.

1.1 Staff

The Academy aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the procedures and practices in respect of:

- recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

1.2 Students

The Academy aims, within the constraints of resources available, to enable each student to fulfil his/her potential, within an educational programme that has development of the whole person at its core.

The Academy aims to make 'reasonable adjustments' for students with disabilities, to enable them to have access as far as is reasonably practicable to the Academy premises, facilities, curriculum and associated services.

The Academy will examine each disability case to determine the best adjustments that can be made to accommodate a disabled student's needs.

1.3 Identifying Disabilities

The means of obtaining this information will include:

- Extraction of data on new pupils from forms completed on entry
- Information from feeder schools and other agencies
- Details from job application forms
- Questionnaires to current pupils and employees
- Questionnaires to parents, carers, other users of the Academy (it must be made clear that the participation of these groups is voluntary)

1.4 Meeting Needs

When this data is analysed, the main priorities for the school should be identified from the messages received from the consultation process. These will probably include:

- Plans for improving physical accessibility for disabled users of the premises
- What improvements and adjustments need to be made to the curriculum to ensure equality of access for all
- How the school intends to improve information for its disabled stakeholders
- How the school will raise awareness of disability-related bullying and harassment and how these will be countered
- How positive attitudes towards all forms of disability can be fostered
- How additional steps will be taken, involving more favourable treatment if necessary, to meet the needs of disabled people.

These priorities will be made known to all involved in the school through statements in assemblies and meetings, notices, newsletters and other regular forms of communication.

1.5 Managing the Scheme

Promoting equality of opportunity:

The Academy will proactively make reasonable adjustments for disabled students, staff and visitors (parent and non-parent) at policy and whole Academy level, as well as for individual students, the Academy will promote equality of opportunity for disabled students and endeavour to secure their participation in every aspect of Academy life.

The Academy will incorporate priorities from the accessibility plan into the scheme.

Responsibility for monitoring and feedback: Deputy Principal – Student Support

Eliminating discrimination:

- by awareness raising, staff and student training;
- by keeping a watchful eye and noting the impact of policies;
- reviewing and adjusting policies;
- raising and delivering to expectations;
- improving communication.

Responsibility for monitoring and feedback: Deputy Principal – Student Support

Eliminating harassment:

Bullying is more prevalent than is often thought. The Academy will:

- raise awareness amongst staff and students of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve students themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the Academy is identified and addressed promptly.

Responsibility for monitoring and feedback: Deputy Principal – Student Welfare

Promoting positive attitudes:

The Academy will encourage positive attitudes to disability through:

- staff modelling respectful attitudes to disabled students (lesson observations, assemblies), staff (INSET and meetings) and parents (meetings, review days);
- ensuring representation of disabled people in senior positions in the Academy;
- through positive images in Academy books and other materials.

Responsibility for monitoring and feedback: Deputy Principal – Student Support and Deputy Principal – Teaching and Learning

Encouraging participation in public life:

Disabled students, staff and parents will be encouraged to participate where:

- they see their disabled peers included and succeeding in the life of the Academy and the local community;
- disabled students, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.

Responsibility for monitoring and feedback: Deputy Principal – Student Support through Community Networking Officer

Taking steps to meet disabled people's needs, even if this requires more favourable treatment:

Often these steps may look very much like reasonable adjustments, but the main focus is likely to be on policy rather than the individual pupil, member of staff or individual parent. The Academy will look for:

- additional coaching or training and role models for disabled students, staff or parents;
- special facilities for disabled students at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Responsibility for monitoring and feedback: Deputy Principal – Student Welfare

2 Premises

- 2.1 The Academy recognises that through the provisions of SENDDA (Special Educational Needs/ Disability Discrimination Act) it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations to the buildings', (such as provide lifts).
- 2.2 However, to meet its obligations, the Academy will ensure that the needs of disabled staff and students (and any adult students) are fully considered in any strategic planning for the development of the campus.
- 2.3 When determining the priorities for the use of the annual Capital Grant, the Academy will take into account the need to make the campus more accessible for staff and students with disability.
- 2.4 The Academy will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a student with a disability to have access to the full teaching and learning of the Academy.
- 2.5 The Academy will bear in mind health and safety requirements and the interests of other students in all the above considerations.

3 Discrimination in Admissions

- 3.1 The Academy will ensure that disabled students and adult students are not discriminated against:
 - through the criteria they determine for admission to the Academy, including criteria used where the Academy is oversubscribed; and
 - by refusing, or deliberately not accepting, an application from a disabled person for admission to the Academy.

4 Action on Transfer into the Academy

At transfer to the Academy, additional liaison time is allocated for disabled students and their families to ensure that the student's educational needs and the Academy's requirements are fully understood by staff at the feeder school, parents, and students, and to ensure that the transfer process is effective.

5 Policy for Teaching and Learning

5.1 Staff

The development needs of disabled staff will be discussed with the member of staff on a regular basis.

Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs.

Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.

Within the constraints of financial resources the Academy aims to make adjustments to the premises to enable the member of staff to teach effectively.

5.2 **Students**

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning.

Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled students, (such as the Sensory Impairment Service).

6 **Off-site Activities**

The Academy will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the Academy.

7 **Timetable for Implementing and Developing the Scheme**

All consultations will be lead by the Deputy Principal – Student Support

People Consulted	Date	Areas of scheme consulted
Site manager/ Skanska	Sept 09	Environment
Learning Director for PE	Sept 09	Curriculum and Environment
Parents of students with disabilities	Oct 09	All areas
Students with disabilities	Oct 09	All areas
All parents through invitation in newsletter	Oct 09	All areas
Anti – bullying forum	Nov 09	All areas
Governors	Dec 09	All areas
Review with all necessary stakeholders	July 10	All areas

**Appendix 3
The Disability Access Plan**

Improving access to the Curriculum

	Targets	Strategies	Who	Outcomes	Timeframe
Short Term	Adapting materials to meet needs of students with SpLD e.g. different colour paper for VI.	Teacher to liaise with TA on weekly basis	TA and teacher	Students with disabilities better equipped to access learning	Sept 2009 to July 2010
	Termly review of IEPs	TA to monitor each lesson in support of reviewing student targets	TA and LS Managers	Student meets target and moves to new target	Sept 2009 to July 2010
	Review SEN policy	Staff, students and parents involved	AV and LS Managers	Academy policy user friendly to students and parents	July 2009
	Exam dispensation completed	Liaise with exams officer and seek specialist teacher to assess (if not, Ed Psyc)	BW to lead, involve BPW, LS Managers AV	All students in Y10, Y11 for November exams assessed. Y9 students assessed to fit 26 month period of dispensation	October 2009 for Y10, Y11 May 2010 for Year 9
	TA support in PE	Move TA from SID to support at necessary times	LS Managers	Greater support for teacher and student(s)	Sept 2009 to July 2010
	Alternative provision for ILC lessons	Use computers in Learning Support	LS Managers	Quicker and easier access to IT	Sept 2009 to July 2010
	Medium term plans monitored to show planning incorporates disability need	Lesson observations to have a focus on inclusion	ALT, Learn Direct.	Increase in the number of good/ outstanding lessons	Second round of observations
Medium Term	PE curriculum to take into	PE to liaise with SSCO	SSCO, LW, LS Managers	Improved resources and support to	Jan 2010 to July 2010

	account physical disabilities in planning, including resources.			include students with disabilities.	
	PE to update modify games to meet disability needs.	PE to share ideas and seek external advice	PE team	Greater inclusion and involvement of students. Understanding and awareness made to other students	Jan 2010
	Improve extra curricular access and encourage participation	SSCO to send external opportunities to AV as well as LW	SSCO	Higher uptake of participation from students with disabilities	Jan 2010
	Sensory support service to meet termly with SEN	Review practice and suggest further improvements	SH	Improved provision for students. Support for staff in planning	Jan 2010
Long Term	Keep up to date with curriculum changes affecting disabilities	Liaise with curriculum deputy	AV, VB		Sept 2010 to July 2011
	Improved resources through IT software	Liaise with other Academies to investigate what they use	LS managers	Improved access to the curriculum, improved attainment	Sept 2010 to July 2011
	TAs trained in specialism	Skills audit of TAs and areas of interest investigated along with available courses	LS managers	Improved support for teachers when planning	Jan 2011 onwards
	New student needs to be addressed in all areas of curriculum prior to start	Sharing of information and needs assessment completed with ELT	ELT	Appropriate resources in place	Sept 2010 onwards

Improving access to the Information

	Targets	Strategies	Who	Outcomes	Timeframe
Short Term	All staff are aware which students have disability and what it is	Updated needs register	LS managers	Staff have info on their seating plans	Sept 2009 to July 2010
	PEEP completed and passed to relevant staff	INSET to go through PEEP and emailed out	AV, SH	Fire alarm procedures incorporate PEEP	Sept 2009 to July 2010
	Letters to be standard format an simplified (reduced text)	All letters to go through ALT Liaise with 'Disability information service'	JH	Letters are more user friendly and information more accessible	Sept 2009 to July 2010
Medium Term	Website to meet requirements for VI	Sensory support service to offer advice	LM	Website/ VLE meets disability requirements	Jan 2010 onwards
	Identify parents who have disability	Liaise with 'Impaired services' For new Year 7 students, gain information about parents from Primary setting	SH	Staff know which parents have an impairment and best way to communicate	Jan 2010 onwards
	Further improve ways to make information available to users	Liaise with Met college	LS Managers	All ways of communication meet necessary requirements	Sept 2010
Long Term	Keep up to date with changes in law	Liaise with SEN consultant	AV	Changes are implemented with 3 months of any legal change	Sept 2010

Improving access to the environment

	Targets	Strategies	Who	Outcomes	Timeframe
Short Term	Current building meets access requirements (where possible)	Site manager to liaise with BCC to put in lifts, lips on doors on ground floor adapted	DS	Lifts in building and working	Sept 2009 to July 2010
	Buy 5 evac chairs and decide best positions around Academy site	Site manager to order evac chairs. Liaise with SH as best positions to place chairs	DS	Chairs on place and training completed – see below for locations	Oct 2009 onwards
Medium Term	Buy specific height chairs for science and DT	Liaise with students with PI as to best chair to use	SH	Chairs allow safer seating at higher benches, student not isolated on other table	Nov 2009 onwards
	Blinds in necessary rooms	Students with VI, look at timetable and ensure blind fitted	DS	Ease of access to interactive whiteboards	Jan 2010
Long Term (all new academy)	Any external doors fitted with push button access	Liaise with Skanska	DS	Ease of access to PI students	Sept 2010
	Loop system to support HI students	Liaise with Skanska	DS	Ease of access to leaning for HI students	Sept 2010
	Heights of tables in science/DT to allow access for PI or necessary chairs	Liaise with Skanska	DS	Ease of access to leaning for PI students	Sept 2010
	Braille signs around building	Liaise with Skanska	DS	Ease of access to VI students	Sept 2010
	Future decoration to cater for VI and HI	Liaise with Skanska	DS	Ease of access to leaning for HI and VI students	Sept 2010

Evac Chairs to be placed in (current building):

1. Humanities office
2. Maths store next to M3
3. Science store opposite S4
4. English office
5. Cleaners cupboard next to VPA5

TA – Teaching assistant

LS Manager – Learning Support Manager

BW – Ben Warrender

BPW – Barbie Parker-Weekes

AV – Andy Vinton

AR – Andrea Rea

SH – Scott Hill

LW – Louise Williams

SSCo – School sports coordinator

ALT – Academy leadership team

VB – Vicky Boomer

JH – Jill Hatton

DS – Dave Sanders

LM – Laura Mackie