

DISABILITY PLAN

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since, October 2010 under the Equality Act, schools and education authorities have had a duty to provide reasonable adjustments towards disabled students so that:

- Disabled students are not treated less favourably
- Disabled students are not at a disadvantage
- Disabled students have access to education
- Reasonable adjustments are made to ensure better access

This policy sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three main areas outlined in the Equality Act 2010 which are:

- Provisions, criteria and practices
- Auxiliary aids and services
- Better access within the physical environment of the school

This policy sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA and in the Equality Act 2010:

- Increasing the extent to which disabled students can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Governing Body, SLG and Finance committee will review annually.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- Eliminate harassment related to disability
- Eliminate discrimination
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples disabilities even where that involves treating disabled people more favourably than other people

The scheme covers students, staff, parents/carers and users of the school.

1. Starting Points

1A: “As a comprehensive school, we value all members of our community as individual people with differing needs and abilities. We are working to provide a stimulating and caring environment, in which everybody can thrive.”

The school’s statement of philosophy is our statement of equality of opportunity. Members of our community come from a diverse cultural and socio – economic background and have a wide range of educational needs. It is at the heart of what we do that all are encouraged to respect each others beliefs, traditions, experiences and needs and that we analyse and respond to diversity appropriately.

We are proud of the rich diversity of our school community. Our response to the needs of disabled students is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow these inclusive principles:

- Setting suitable learning challenges, enabling all students to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to students diverse learning needs by:
 - creating effective learning environments;
 - securing students’ motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning;
 - Overcoming potential barriers to learning and assessment for individuals and groups of students

1B: Information from data and analysis of need

The Equality Act 2010 describes a disabled person like this:

"A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P’s ability to carry out normal day-to-day activities.’

This means that in general:

- The person must have an impairment that is either physical or mental
- The impairment must have adverse effects which are substantial
- The substantial adverse effects must be long-term
- The long term substantial adverse effects must be effecting on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- Sensory, such as those affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, chronic fatigue syndrome (CFS), depression and epilepsy
- Progressive, such as motor neurone disease, muscular dystrophy and forms of dementia,
- Developmental, such as autism spectrum disorder (ASD), dyslexia and dyspraxia
- Mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, and a variety of disorders including eating, personality, bipolar, and obsessive compulsive.

The definition includes a wide range of impairments where the effect of the impairment on the persons' ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Whitley Academy is currently supporting students with a range of learning difficulties and disabilities that include physical, hearing and visual impairments; Autism, learning and language difficulties and social and emotional difficulties.

Whitley Academy's most recent OFSTED inspection carried out in December 2013 states "Disabled students and those who have special educational needs make rapid progress because staff identify their individual needs early and arrange the right additional help. Teachers and teaching assistants support students expertly, providing challenge and encouragement, and helping them with subject-specific vocabulary".

At Whitley Academy 'Every Child Matters and we aim for every student to 'Be the Best they can be'

As a staff we also consider our duty to ensure that we embark on developing our own professional development. And attend external training and CPD sessions in school.

Staff at the school have undertaken the following training:

General CPD Sessions

- School Behaviour Policy
- Health & Safety
- Child Protection
- Interacting with parents and other visitors
- Reporting to Parents
- SEN Support/ supporting EAL students
- Observing and reporting on pupil performance
- Excel – spreadsheets – outlook & calendar
- Managing Behaviour

- Helping students' to overcome their literacy & numeracy skills

Improving Teaching and Learning

- Lesson Design and Structure
- Assessment for learning
- Developing student responsibility in lessons
- Improving the climate for learning
- Developing effective learners
- Increasing motivation for learning
- Active engagement strategies
- Using interactive whiteboards
- Starters and plenaries
- Developing the use of questioning

Developing Leadership

- Analysis of Data
- Observing lessons
- Analysis of students work
- The views of stakeholders
- Team building
- Managing and leading inexperienced staff
- Action planning/raising standards

We recognise the need to ensure training is repeated to include new colleagues that join the school.

School trips are planned on the basis that all students are included.

Using RAISE online and lesson observations we track and analyse the achievement of all our students.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The school reviews all its policies regularly and always ensures meeting the needs of individual students.

2A: Increasing the extent to which disabled students can participate in the school curriculum.

The school is committed to incorporating quality teaching in all lesson planning.

The SENCO, Inclusion Co-ordinators and Learning Support Team operate in a strategic way by:

- Evaluating the effectiveness of interventions and relative effectiveness
- Monitoring the appropriateness of student groupings
- Observing lessons – looking specifically at Target groups of students (including students with disabilities) and reviewing assessment for learning;
- SENCo monitoring the deployment of teaching assistants

2B: Improving the physical environment of the school to increase the extent to which disabled students, staff, parents/carers and others can access education and associated services.

See Accessibility Plan

2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled:

See Accessibility Plan

3: Making it Happen

3A: Management, coordination and implementation

The plan shows clear targets with personnel responsible and will be reviewed annually in line with whole school development plan.

The scheme should be looked at in conjunction with the following documents:

- School Self-evaluation form
- School Improvement Plan
- Staff training
- Health & Safety

3B: Plan Availability

The school plan is available by contacting the School Business Manager by e-mail: admin@whitleyacademy.com or telephone 024 7630 2580