




# St Augustine's Catholic High School and Sixth Form

## Disability Equality Policy

Approved		Date
Principal G T O'Connor		31.10.21
Cycle of Review: 3 years		
Next Review Date: October 2024		



# ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

## DEVELOPING THE WHOLE PERSON

---

## Disability Equality Policy

### Rationale

Under the Equality Act, there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work.

St Augustine's Catholic High School will take positive action to prohibit all forms of illegal discrimination, towards prospective and current pupils, staff and others associated with the school (e.g. parents; users of the premises; visitors). It aims not to treat disabled people using the school's services less favourably than able people as far as is reasonably practicable.

### Aims

This policy aims to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life

The Accessibility Plan aims to:

- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account
- increase the extent to which disabled pupils can participate in the school curriculum
- where practicable improve the physical environment of the school in order to enable disabled pupils to take advantage of education and associated services

### Guidance and Further Information

Disability Equality Act (2010)

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

### **This policy consists of 4 sections:**

1. Definitions, Principles and values
2. Guidelines for students, staff, parents and the wider community to ensure those with a disability are not treated less favourably
3. Monitoring and reviewing to ensure those with disabilities have their needs met
4. Accessibility plan

## Definitions and Principles

### Definitions

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial';
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above. The Equality Act 2010 also covers those with:

- severe disfigurements
- impairments controlled or corrected by the use of: medication, prostheses, an aid or otherwise;
- progressive symptomatic conditions;
- a history of impairment; and
- children under the age of 6 with impairments which, in an older person, would result in that person being covered.

Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis but excluded are those with:

- an addiction to or dependency on: nicotine, tobacco, other non-prescribed drugs or substances;
- seasonal allergic rhinitis (hay fever); and
- certain mental illnesses with anti-social consequences.

### Principles

The school will discharge its responsibilities towards current and prospective pupils, staff and those using the school's services by ensuring that disabled people are not treated less favourably by making all reasonable adjustments in the following areas:

- accessibility to the premises and facilities
- accessibility to the curriculum
- accessibility of associated educational services
- training of staff and pupils

The school will ensure that discrimination is prohibited in:

- the arrangements for determining pupil admission
- the terms on which admission is offered
- provision of education or associated services (including educational visits and extra-curricular activities);
- victimisation and harassment
- failing to take steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils in the arrangements for determining admission to school and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law.

### **Guidelines for Students, Staff, Parents and the Wider Community to Ensure those with a Disability are not Treated Less Favourably.**

**Students and Parents:** the school aims, within the constraints of resources available, to enable each pupil to fulfil his/her potential, both within the curriculum and in the full life of the school so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated

and well-rounded young person with a good prospect of a satisfying life. The school aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for pupils with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services. The school will examine each disability case by case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

**Staff:** the school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is treated less favourably in the school's procedures and practices in respect of:

- recruitment
- performance management
- promotion
- staff development
- teaching
- environment
- access to premises

### **Monitoring and Reviewing to Ensure those with Disabilities have their Needs Met**

Parents are requested to provide details of any disability in relation to a prospective pupil at the time of application, on the Registration Form. If any specific needs relating to a disability are identified, either at this stage or on assessment, or should any disability be evident at a later stage, the Principal will discuss with the parents the adjustments the school is able to make to meet these needs. In assessing any pupil or prospective pupil the school may take such advice and require such professional assessments as it regards as appropriate. The school will be sensitive to any requests for confidentiality.

On entry to the school, in the case of a pre-diagnosed disability, the school will make reasonable adjustments to entrance assessment procedures which might include the provision of extra time or rest breaks or the use of additional aids. However, consideration will be given to the impact such adjustments may have on the well-being of other candidates and on the provision of staffing for the assessment, when determining if such proposed adjustments are reasonable.

Pupils diagnosed with a disability will be placed on the school's SEND register and an SEN Support sheet will be written by the SENDCO in conjunction with the pupil, parents and teachers. These support documents together with reports from any relevant external agencies will be kept on the pupil's file. The SEN support sheet will be monitored by all subject staff, and reviewed at least annually.

### **Risk Assessment**

Where relevant, for both disabled pupils and staff, a risk assessment will be produced by the SENDCO (pupils) or Principal (staff).

### **Accessibility Plan**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

### **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students and our adult users with a disability.

The school's buildings are generally equipped to meet the needs of disabled students and staff:

- the school is built over several different levels with access to the ground level on each floor
- all classrooms can be accessed via the lift
- use of classrooms can be rotated to meet students' needs as required
- all public access rooms, including front and back entrances, toilets and Sports Hall can be accessed via disabled ramps or the lift
- there are disabled toilets located in the sports centre, main corridor and Canterbury suite

- a Bath Management Area (BMA) was installed in 2003 to the sports centre and a second BMA to the Main corridor in 2013.
- an access lift is situated from the sports centre corridor to the main sports hall

### Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled students less favourably
  - to take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - to publish an Accessibility Plan.
3. In performing their duties, Academy Representatives and staff will have regard to the DRC Code of Practice (2002).
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to students' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of students.

### Activity

The school has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

**Delivery of the curriculum:** school staff receive training in making the curriculum accessible to all students, and are aware of its importance.

**Advice:** the school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### Physical Environment

The school will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- Installation of a second platform lift in the sports centre from the lower corridor to the upper
- Improvements to the slabs leading from the Canterbury Suite to the main gates
- Improved lighting to the pathways leading to the main entrance

### Provision of Information in other Formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.