



Disability and Accessibility Policy

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Responsible:	T Whiteman
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Responsible Committee:	
Date to be reviewed:	September 2018 unless otherwise required due to new legislation
Statutory Policy:	Yes

DISABILITY AND ACCESSIBILITY POLICY

Statement of Principle:

Our Academy strives to ensure that our culture and ethos are such that, whatever the abilities and needs of members of our Academy, everyone is equally valued and treats one another with respect. Students are provided with the opportunity to experience, understand and value diversity.

We are committed to reducing barriers to learning and to improving access to an inclusive education for all learners with special needs or disabilities. The Academy has a duty in law not to discriminate against children and young people with disabilities.

The Hazeley Academy is committed to avoiding discrimination against current and prospective students in the Academy. The Hazeley sees its duties as:

- not treating disabled students less favourably than other students
- taking reasonable steps to avoid putting disabled students at a substantial disadvantage

The Hazeley Academy supports the provision of a mainstream school place for a child with Special Educational Needs so long as it is appropriate for the child and is compatible with the education of other children and the efficient use of resources.

The legal definition of disability is:

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

A child with a disability may have special educational needs if he or she has difficulty with his or her learning and/or if he or she needs equipment or support which are required to meet a student's specific educational needs and enable them to access the curriculum, which would normally be provided through a Education Care & Health Plan. This might include a laptop writing keyboard or similar writing tool such as an angled writing frame.

A child may therefore have either a disability or special educational needs or both.

The Hazeley Academy will not discriminate against any student for a reason related to his or her disability in relation to admissions, exclusions, education and associated services, including Academy trips, teaching and learning, the curriculum, homework, Academy sports and serving of Academy meals. We have a duty to make reasonable 'adjustments' to make sure disabled students and staff are not discriminated against.

Accessibility and the Curriculum

The Academy is responsible for providing a broad and balanced curriculum for all students and this includes access to the curriculum for students with disabilities and special educational needs. The Academy will provide additional provision to enable students with a range of disabilities and learning difficulties to access the curriculum through SEN provision.

We use the National Curriculum and QCA Guidelines as a tool for making the curriculum accessible to all students and these can be used to audit patterns of achievement and participation by students with disabilities in different areas of the curriculum e.g. the inclusion of children with a physical disability in PE.

The Hazeley Academy uses a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of students, including using flexible grouping arrangements, where students with disabilities can work with their peers and encouraging peer support by, for example, setting up “buddying” or mentoring arrangements.

Accessibility and the Physical Environment

All teaching areas have been built for ease of access by students and staff with disabilities.

The Board of Directors’ Premises committee considers what the Academy can do to improve the physical environment within the resources available when necessary and as appropriate.

Accessibility Plan

The Academy will continue to work to a plan to improve accessibility and this will be reviewed annually.

The Hazeley Academy will make best use of all available expertise: disabled students, their parents, specialist teachers and local voluntary and disability organisations, where appropriate, will help identify areas that act as a barrier to admitting, accommodating and including disabled children as appropriate.

If actions are needed to eliminate barriers and carry out the necessary adaptations (including realistic cost estimates), then the Academy will divide these into categories such as staff training; teaching and learning practices; refurbishment and maintenance; minor capital expenditure; and major capital expenditure.

The Hazeley Academy will then devise strategies to address these priorities with clear implementation arrangements and a timeframe for the work.

Anticipatory duty

In line with the Disability Act of 2002, The Hazeley will not provide equipment or support which would normally be provided through an Education Care & Health Plan nor will The Hazeley remove or alter physical features of the building (as this should be done through longer Academy term planning with the local authority).

Confidentiality

It is helpful for all members of staff within the Academy to know that a student has a disability, to ensure that they do not treat them less favourably.

However, if a parent would like their child's disability to be kept confidential, the Academy will endeavour to take into account this request.

Of course, The Hazeley Academy cannot be expected in these circumstances, to attempt to make reasonable adjustments taking into account a student's disability if they are to meet the request to keep the disability confidential from the staff.

This policy should be read in conjunction with all other Academy policies, in particular, Equal Opportunities, Teaching, Learning, Admissions and Assessment.

Consultation

The Hazeley Academy consults with all staff, in order to gain a whole Academy commitment. We ensure that all those that have been involved in contributing to the plan have a final chance to comment before it is finalised.

The accessibility plan is reviewed and revised annually. The success of an effective accessibility plan is measured by a number of improvements, such as:

- greater satisfaction for the disabled students and their parents with the provision made for them
- evidence of the greater involvement of disabled students in the full life of the Academy (for example, participation in after school clubs, leisure, sporting and cultural activities and on Academy visits)
- improved staff awareness in teaching and supporting disabled students with a range of needs
- audits carried out in the main curriculum areas
- progressive planned improvements to the physical environment of the Academy as appropriate and information for students available in a range of formats

This policy should be read in conjunction with all other Academy policies, in particular, Equal Opportunities, Teaching, Learning, Admissions and Assessment.