

DISABILITY DISCRIMINATION POLICY

1. Introduction

- 1.1 This document is a statement of the aims, principles and strategies to prevent disability discrimination in Education in the Academy.
- 1.2 All staff, governors, volunteers and agencies involved in the Academy will be informed of this policy.
- 1.3 This policy will be reviewed regularly.

2. Rationale

- 2.1 A 'disabled' pupil is defined 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.

3. Inclusion

- 3.1 The Academy has a responsibility to provide a broad and balanced curriculum for all children and young people. The curriculum of the Academy aims to meet both the general and specific learning needs of all individuals and groups of pupils. The statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, their learning programmes to provide the opportunity for all pupils to access relevant and appropriately challenging work. It sets out three principles that are essential to developing a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- 3.2 The Academy curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disability, an entitlement to a number of areas of learning.

4. Responsibilities

- 4.1 The governors are responsible for ensuring that reasonable steps are taken to ensure that the Academy:
 - Does not treat disabled pupils less favourably without justification, than pupils who are not disabled.
 - Plans strategically to identify resource and physical access needs are provided in order to meet the needs of disabled pupils.
- 4.2 Relevant Leaders/ Managers are responsible for planning strategically to ensure that resource needs and physical access needs identified with governors are effectively implemented and that relevant curriculum planning and systems planning takes place to ensure that pupils with disability can actively engage in day to day school activities.

5. Discrimination against a disabled person

- 5.1 The governing body and Academy staff on behalf of the governing body discriminate against a disabled person if:

- For reasons which relate to his or her disability, they treat him or her less favourably than they would treat others to whom the reason does not or would not apply
- It cannot show that the treatment in question is justified.

6. Procedures

- 6.1 All admissions to the Academy are in line with the Academy's Admission Policy.
- 6.2 All inappropriate behaviour is dealt with in line with the Academy's Behaviour and Discipline Policy and associated procedures.
- 6.3 Within the Academy every effort is taken to ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled in accessing the curriculum, daily routines and extended school activities.
- 6.4 The Academy has an Academy Accessibility Plan which supports the Academy in its continual commitment to providing the best resources and facilities for all children and young people.

7. Complaints Procedure

- 7.1 If there are complaints relating to the provision for disabled pupils within the Academy these should be first discussed with the Principal. Relevant staff, the Chair of Governors and other professionals may be involved at this stage, in order to try to resolve the matter.
- 7.2 In the case where the complaint is unresolved then either the Academy's complaints procedures may be activated or the parent may contact the Special Educational Needs and Disability Trust.

8. Monitoring and Evaluation

- 8.1 The Principal, with support from the SEN team within the Academy is responsible for monitoring the effectiveness of this policy. This information will be reported to the Governors Standard and Pupil Welfare Committee on an annual basis.
- 8.2 Information obtained from monitoring may be used to inform developments in relation to the Academy's Accessibility Plan.

4th October 2006

1st June 2009

August 2012