



St Mary
Magdalene
Academy

THE COURTYARD

DISABILITY AND ACCESSIBILITY PLAN AND POLICY

The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.

DISABILITY AND ACCESSIBILITY PLAN - POLICY STATEMENT

ST MARY MAGDALENE ACADEMY THE COURTYARD

Approval Committee:	Full Governing Body
Author:	Head Teacher
Last reviewed:	June 2018
Next review date:	June 2021
Required to publish on website?	Yes
Statutory?	Yes

1. INTRODUCTION

- 1.1 The Courtyard is committed to a fair and equal treatment of all individuals regardless of disability. According to the Equality Act 2010, pupils with ASD/SLCN are disabled within the meaning of the act. The Courtyard welcomes applications from disabled¹ people to join the Courtyard community as students and staff.
- 1.2 The Courtyard is committed to its responsibilities towards disabled people under the Equality Act 2010 and other relevant legislation.
- 1.3 The Courtyard has been designed and built to have provision and accessibility for people with disabilities so that they may be integrated fully into the Courtyard life. The curriculum will be designed so that it delivers flexible and equal access to all students whether able or disabled as far as is practicable within an educational establishment.

2. AIMS

The aims of this statement are to ensure that:

- 2.1 applications for admission from all potential students are considered in line with the published admission arrangements and the requirements of the Equality Act 2010 and other relevant legislation;
- 2.2 applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications, Equality Act 2010;
- 2.3 disabled staff and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the Courtyard;
- 2.4 the views of individual students or staff are taken into account at all times when their requirements are being assessed;
- 2.5 all students are fully integrated into the Courtyard and individual needs are assessed and supported as far as is practicable within an educational establishment;
- 2.6 staff working with disabled people, either as colleagues or as students, have appropriate information, support and training to

¹ For the purpose of this document a person is disabled if they satisfy the definition of disability in the Equality Act 2010, namely that they have a physical or mental impairment which has a substantial and, long-term adverse effect on their ability to carry out normal day-to-day activities.

enable them to work effectively with and alongside their colleagues and students;

- 2.7 the Academy Partnership takes steps to enable staff and students who become disabled during their time at the Courtyard to continue in their chosen career or course of study as far as is practicable;
- 2.8 disabled members of the public can fully participate in public events held within the Courtyard;
- 2.9 so far as is reasonably practicable, the Courtyard premises are accessible and safe for disabled people; and
- 2.10 no disabled student or staff member is treated unfavourably, or less favourably, as a result of their disability.

3. IMPLEMENTATION

- 3.1 The ~~Special Educational Needs Co-ordinator (SENCO) and Headteacher~~ and Deputy: Behaviour and Safety will be responsible for ensuring that staff and parents/carers 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.) Please see the Courtyard’s Special Educational Needs (SEN) policy for further details.
- 3.2 The Headteacher and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented.

4. DISABILITY CODE OF PRACTICE

4.1 Environment

4.1.1 Any future building projects will be considered at the planning stage for accessibility and usability by disabled people and will be informed by consultation with disabled users.

4.1.2 Evacuation procedures and escape routes for disabled students and staff will be carefully planned in line with current regulations and published.

4.2 Students

- 4.2.1 Applications will be considered in line with the published admission arrangements for all students.
- 4.2.2 The Courtyard will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The Courtyard 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.
- 4.2.3 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.
- 4.2.4 Students with a disability or who become disabled while studying at the Courtyard 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 Appendix A drawn up on an annual basis.
- 4.2.5 The Courtyard recognises that special arrangements may be required to enable disabled students, including those with 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 Courtyard 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 [SENCO/HT and Deputy Headteacher](#).

4.3 Staff

Wherever practicable, the Courtyard will:

- 4.3.1 consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act 2010 (see Statutory and Non-Statutory guidance section below);
- 4.3.2 ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.

- 4.3.3 ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.
- 4.3.4 ensure that members of staff who become disabled, so far as is practicable, should continue to remain employed by the Courtyard at the discretion of the Headteacher and Governing Body, dependant on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.
- 4.3.5 in cases where a disability is a degenerative, progressive condition that develops over time, give careful consideration to the selection of the most appropriate option(s).
- 4.3.6 make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.
- 4.3.7 ensure that a programme of training is offered to staff to increase their awareness of the needs of disabled students and inform them of appropriate action to be taken when delivering the curriculum. Teaching Assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

5 MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy at least every three years and assess its implementation and effectiveness.

6 STATUTORY AND NON-STATUTORY GUIDANCE

- Equality and Human Rights Commission's Equality Act 2010 Technical Guidance Education and Schools - http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/ehrc263_code_england_v3.pdf
- Equality and Human Rights Commission's Equality Act 2010 Reasonable Adjustments for Disabled Pupils Technical Guidance -

http://www.equalityhumanrights.com/uploaded_files/EqualityAct/raftp_final.pdf

- Equality and Human Rights Commission's Technical Guidance on the Public Sector Equality Duty - http://www.equalityhumanrights.com/uploaded_files/PSD/technical_guidance_on_the_public_sector_equality_duty_england.pdf
- Equality Act 2010 Statutory Code of Practice on Employment - http://www.equalityhumanrights.com/uploaded_files/EqualityAct/employercode.pdf
- http://www.equalityhumanrights.com/uploaded_files/EqualityAct/odi_equality_act_guidance_may.pdf
- http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/essential_guide_update_nov.pdf
- http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf
- Equality and Human Rights Commission's Good Practice guidance - <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-guidance-downloads/index.html>

7 USEFUL ORGANISATIONS

- Equality and Human Rights Commission – www.equalityhumanrights.com
- The Council for Disabled Children – www.councilfordisabledchildren.org.uk
- ACAS – www.acas.org.uk