



# **Disability Policy**

**September 2010 – September 2013**





## 1. Introduction

**1.1** At Sidney Stringer Academy we believe that every person should be valued as an individual with unique talents, abilities and experiences, but at the same time recognised as part of a diverse and vibrant community.

We recognise the wide range of special talents and needs that students have during their Academy careers, and we strive to offer appropriate levels of resources to meet these, ranging from help from the Learning Support Services, the pastoral team and outside agencies, to such adaptation of the site and facilities as are possible in order to ensure that all our students are able to achieve to their potential.

We promote equality of opportunity for all of our students and staff. The curriculum aims to promote knowledge and understanding to enable all to recognise inequality and injustice, together with skills and strategies to challenge and combat them. An understanding of worldwide issues will help all to recognise the interdependency between human beings. Equal access demands an appropriate curriculum, in which the importance of issues such as gender, ethnicity, age, ability and disability are acknowledged, enabling every individual to reach their full potential.

We work closely with feeder Primary Schools and other services to get to know the pupils who may be joining us, to ensure that we are adequately prepared to meet any individual needs.

These beliefs, aims and actions are the foundation for all we do, and for all we aspire to achieve, in Sidney Stringer Academy. This Disability Equality Scheme, together with our Accessibility Plan, will help provide greater focus as we work to fulfil our aims.



## 2. Legal Background

The Disability Discrimination Act (DDA) requires schools:

- i. Not to treat disabled people less favourably.
- ii. To make reasonable adjustments to ensure that disabled people are not at a substantial disadvantage.
- iii. To draw up plans to show how, over time, they will increase access to education for disabled students (Academy accessibility plans).
- iv. To comply with the Disability Education Duty.
- v. To prepare, publish, implement and report on a Disability Education Scheme.

## 3. Involving Disabled People

At Sidney Stringer academy we have:

- i. Commitment to inclusion.
- ii. Commitment to providing a curriculum which is appropriately differentiated to enable all students to access it.
- iii. Commitment to improving access around the site.
- iv. Job application forms and details available in alternative formats on request.
- v. Access arrangements included in Academy-produced information.
- vi. All disabled students and staff have access to regular reviews, either through their SEN statement or an access to work assessment.

**3.1** The Academy has set the following priorities:

- i. To continue to seek the views of students, staff, parents and external support agencies in the furtherance and delivery of this Scheme.
- ii. To seek timely advice and updates from the DDA

## 4. Gathering Information

### 4.1 Recruitment, Development and Retention of Disabled Employees



The Academy maintains a database of staff and student data, which is reviewed with individuals annually to ensure that the information held, is accurate and up-to-date. This records details of any disability.

All vacancies within the Academy are advertised publicly, and candidates selected for interview based on their ability to undertake the role, with adaptations where required. The Academy welcomes applications from people in all walks of life, as this adds to the rich diversity of Academy life and provides positive role models to all students.

Training opportunities are made available, and encouraged; the Academy recognises that the staffs are its major asset, and that the Academy's performance success is dependent on them.

The Academy has set the following priorities:

- i. To seek and facilitate feedback from staff
- ii. To seek and facilitate feedback from our customers
- iii. To undertake analysis of complaints
- iv. To seek timely advice and updates from the LA

## **4.2 Educational Opportunities Available to and Achievements of Disabled Students**

As detailed in the Introduction to this Scheme, the Academy has a strong commitment to inclusion and equality of opportunity, and has received external praise and recognition for the work achieved so far.

Student achievement is measured and monitored in a variety of ways:

- i. The Academies pastoral system ensures that every student has access to individual guidance, support and monitoring, including daily contact with a form tutor.
- ii. Links with parents, including provision of reports, and parents' evenings.
- iii. Individual target-setting and review programmes.
- iv. Tracking progress from KS2 to KS3, KS3 to KS4, and KS4 to KS5.
- v. Data collection through SIMS Assessment Manager and the using this data to set rigorous, challenging targets for individual students.
- vi. Using data to identify potential underachievement.
- vii. Daily monitoring of attendance and progress.
- viii. Where appropriate, statements of Special Educational Needs, Individual Education Plans and Individual Behaviour Plans.



- ix. Reporting to Governors, and appropriate external agencies.
- x. Annual Performance Reports to Governors.

Help is available in ordinary timetabled lessons alongside other students; work in smaller groups is also provided where required. In addition to these, Individual Education Plans (IEPs) are devised for students identified under the DfES Code of Practice.

## **5. Students with individual needs can expect:**

- i. staff to be aware of their individual needs and to provide support to them in accordance with their IEP, or appropriate to their needs where no IEP exists
- ii. to experience teaching in smaller groups, or individually where this is deemed appropriate and beneficial
- iii. to experience a full range of curricular, extra-curricular and off-site activities, tailored to individual needs or with additional support where necessary
- iv. to have access to as much of the current site as possible and to all of the new site from May 2011
- v. to be supported with the administration of medicines
- vi. to be encouraged and steered towards achieving to their potential, irrespective of their needs and starting points.

Sidney Stringer Academy occupies a compact site, which while safe and practicable for the majority of disabled people, does not offer easy access for those for whom mobility is difficult. It is for this reason, among others, that the Academy is being rebuilt during the duration of this scheme.

**5.1** Nevertheless, given the limitations and restrictions of the Academy site and buildings, the Academy will endeavour to:

- i. Continue to make reasonable adjustments for people with disabilities.
- ii. Continue to liaise with specialist agencies to ensure a smooth transition between key stages 2 and 3, and for in-year transfers.
- iii. Ensure that key staff from all relevant areas are included in discussions
- iv. Ensure that key students and staff are included in discussions, and that their views and suggestions are sought and examined
- v. Continue to assess and problem solve situations as they arise



The Academy currently has limited access for wheelchair users although disabled toilet facilities have recently been provided on the ground floor of West Block. However the new building will comply with all DDA regulations and this will be open in June 2011.

**5.2** Great care is taken to ensure that information provided to students is done in such a way as to enable them to access it easily. For example:

- i. Differentiated worksheets are produced where possible.
- ii. Information may be produced in large print, or enlarged for ease of use.
- iii. Facility available for recorded information to be used in order for students to listen to questions as well as read them, eg readers in Exams.

**5.3** The Academy has set the following priorities in terms of curricular access:

- i. Continue to offer a differentiated curriculum.
- ii. Continue to provide differentiated work in lessons.
- iii. Promote the use of ICT resources to enable improved access in specific cases.
- iv. Ensure staffs are appropriately trained to meet these needs.

**5.4** The Academy has set the following priorities for physical improvements:

- i. Increase wireless network to enable ICT across the curriculum
- ii. Improve accessibility to main reception
- iii. Upgrade, improve and extend fire alarm / class bells
- iv. Additional external lighting

## **6. Using the Information Gathered**

The Academy is committed to facilitating continual improvement for all. The information gathered through actions identified in this Scheme will be used to inform further developments and improvements, through incorporation in action planning, and Academy development and improvement planning.

An Action Plan is included at the end of this document. The plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the Academy-wide community (including students, parents, staff, Governors, external agencies, community users), and a report produced summarising:



- i. The steps taken to fulfil the disability equality duty (the action plan) – i.e. what the Academy has done during the year to eliminate discrimination and promote equality of opportunity and how it is meeting its targets.
- ii. The results of the information-gathering - i.e. what evidence has been obtained and what that indicates.
- iii. What the Academy has done with the information gathered – i.e. what actions will be taken as a result of the analysis.

In practice, individual action items may be reviewed on a more regular basis through progress monitoring.

## 7. Impact Assessment

The Academy will assess the impact (or likely impact) of its policies and practices on equality for disabled persons by:

- i. Annual review as part of the Academy’s planning and budget process
- ii. Consultation with stakeholders and affected community users, both formally through written feedback or questionnaires, and informally through discussion with key practitioners
- iii. Confidential questionnaires to families
- iv. Evaluation of initiatives as impact becomes evident
- v. Responding to reports and inspections of provision
- vi. Responding to relevant research and recommendations as they become available.

## 8. Action Plan - Planning process

- i. This plan is to be approved and agreed by the Academy Governing Body, who will have identified priorities for the period covered by the plan
- ii. The plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the school-wide community (including students, parents, staff, Governors, external agencies, and community users).



- iii. Progress of the identified priorities will be monitored and evaluated to help identify further areas for development.
- iv. Evidence supporting the evaluation will include physical improvements to the site and buildings, as well as student results and evidence of participation in a wide range of activities.

## **9. Coordination/ other policies and plans**

- i. The Disability Equality Scheme has been developed in conjunction with, and informed.
- ii. The Academy SEN policy
- iii. Requirements of the DDA (Disability Discrimination Act)
- iv. The Academy Accessibility Plan, September 2010 – September 2011
- v. The Academy Equal Opportunities Policy
- vi. The Academy Disability Equality Scheme
- vii. The Academy improvement plan
- viii. Asset management plan
- ix. Input from external agencies
- x. Health and safety requirements

## **10. Implementation**

The action plan identifies how it is proposed to implement the Disability Equality Scheme priorities.

Date for review

September 2011



**Action Plan**

<u>Area</u>	<u>Targets</u>	<u>Strategy</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Progress against target at review date</u>
<b>Participation</b>					
<b>Involving disabled people</b>	Seek the views of all stakeholders in order to further and deliver this Scheme	Arrange consultation meetings with stakeholders to ensure their views are understood and incorporated	Assistant Principal - Inclusion	Ongoing	
<b>Admissions and exclusions</b>	Continue/build on induction process for students with disabilities	Continue visits to feeder primaries and to invite pupils & parents for pre-induction visits, and taster days in Years 5 and 6  i) Pre-induction meeting with parents and relevant agencies ii) Investigate and implement, where appropriate iii) Review meeting after an appropriate period of time	Assistant Principal House head LSS manager SENCO EAL Learning Mentors	Ongoing  Ongoing/as required	
	Improve awareness & skills of relevant staff on specific disabilities	i) Promote training sessions for all staff on specific disabilities ii) In-service training for all new staff	LSS Manager EAL Staff	Ongoing  Ongoing	



<u>Area</u>	<u>Targets</u>	<u>Strategy</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Progress against target at review date</u>
<b>Education and associated services</b>	Help teachers to modify worksheets/homework demands for students with specific needs	<ul style="list-style-type: none"> <li>(i) Run training sessions for staff on supporting needs of individual students</li> <li>(ii) Continue to involve, and seek opinions of, families and external agencies in specific cases for consistent approach</li> </ul>	LSS & Support staff	Ongoing, based on needs and staff turnover Ongoing	
<b>Exams</b>	Continue to identify students with specific needs for exam period	Provide laptops or appropriate help/equipment/time/environment	SENCO TAs Exams Officer/Tutors	Ongoing	
<b>Practical Activities</b>	Continue to identify and make special arrangements for students with disabilities eg. TA support	<ul style="list-style-type: none"> <li>i) Provide advice and training for staff on physical disabilities</li> <li>ii) PHSE sessions for students</li> </ul>	SENCO /TA's & Support staff	Ongoing	

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<u>Area</u>	<u>Targets</u>	<u>Strategy</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Progress against target at review date</u>
<b>Information</b>	Gathering information on the effect of Academy policies and practices on recruitment, development and retention of disabled people	(i) Seek and facilitate feedback from staff (ii) Undertake analysis of complaints	Academy Leadership Group (ALT )	Ongoing	
	Gathering information on the effect of Academy policies and practices on the educational opportunities available to and achievements of disabled pupils	(i) Seek views of students, staff and partner agencies (ii) Continue to make reasonable adjustments for students with disabilities (iii) Provide appropriately differentiated worksheets to promote full access to the curriculum (iv) Confidential questionnaires to parents	Teachers/ SENCO /TAs	Ongoing	
<b>Physical Access</b>		Wireless technology, including laptops for use in Academy / at home  Enhance access to learning for all students with learning impairment  To alert students/visitors who have	Assistant principal ICTAC	Ongoing but planning for provision in the new build from Sept 2010	

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<u>Area</u>	<u>Targets</u>	<u>Strategy</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Progress against target at review date</u>
<b>Physical Access</b>		hearing impairment  Safer pathways for all site users, particularly those with visual impairment  High visibility/tactile door numbers and push plates  Improve access for those with mobility difficulties	Business Manager		
<b>Impact Assessment</b>	Assess the impact of school policies and practices on equality for disabled people	Track and assess progress of individual students and adults  Continued contact with families on leaving Academy	Connexions  6 <sup>th</sup> form/House Heads	Continuing  Continuing	
<b>Availability of Plan</b>	Plan easily accessible	Place on newly-designed website  Produce plan to meet individual requirements (e.g. large print, different languages)	Assistant Principal  Resources	Immediate	