



Serlby Park Academy

Pupil Disability Statement

Setting standards for success

Date of Last Review/update: December 2016

Reviewed by: KF

Date of next Review: December 2017

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1.0 Roles and Responsibilities

- 1.1 The Local Governing Body of the academy has passed full responsibility to the Principal for the implementation of this policy. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the **Special Educational Needs Co-ordinator (SENCo)**.
- 1.2 The academy will proactively promote this strategy to ensure that all staff and children are:
- Aware of the academy's vision, values and expectations of them as employees or learners
 - Clear about what they need to do, and the role they can play to fully implement this strategy

2.0 Suggested Audience

All teaching and support staff. As part of their academy induction or professional development, all teaching and support staff will use the knowledge, principles and procedures outlined in this policy.

3.0 Related policies

This policy complies with the Equality Act 2010 and is part of a suite of academy policies which should also be referred to:

- SEND Policy
- Equal opportunities for pupils
- Assessment, recording and reporting

4.0 Academy Mission Statement

Setting standards for success

5.0 Introduction

- 5.1 This academy is a member of the Delta Academy Trust. It will work closely with other Delta Academy Trust academies and with Delta Academy Trust Core Team and other personnel to fully implement this policy. The academy welcomes people with disabilities and will comply with the requirements of the Disabilities Discrimination Act 1995 (DDA 95), the Special Educational Needs and Disability Act 2001 (SENDA 01), and the Disability Equality Duty 2005 (DDA05). The academy will make all reasonable adjustments to meet the needs of individual pupils, parents/carers, staff and other people from the wider community.
- 5.2 A disability is defined as: *A physical or mental impairment which has a substantial, long term (at least a year) and adverse effect on the ability to carry out normal day to day activities.*

5.3 The academy is committed to inclusion and supporting learning for each individual. The academy aims to provide appropriate support, resources and facilities to meet individual needs and to encourage all pupils to achieve.

5.4 The academy recognises that under the Data Protection Act all children and young people are entitled to complete confidentiality when they disclose a disability. However the academy would wish for appropriate disclosure in line with our "Guidance on Access to Pupil Records Policy" so that it can implement any provision for learners to support them and their needs.

6.0 Accessibility

6.1 All schools are required by the Children and families Act (2014) to develop accessibility plans. The development of these plans required the school to undertake an audit focussing on three aspects:

- Developing participation in the curriculum for learners with disabilities
- Developing physical access to the site and buildings
- Improving access to information for parents/carers and learners with disabilities

6.2 The requirements above have been expanded by the Disability Equality Duty enacted in 2005 and came into force in 2006.

7.0 The Disability Equality Duty 2005

7.1 The Disability Discrimination Act (DDA) 2005/Equality Act 2010 brought in a duty on all public authorities to promote disability equality. The Disability Equality Duty has two main elements:

- A general duty
- A specific duty

7.2 Both apply to all publicly-funded schools including academies. Responsibility for the duty lies with the academy Trust, in this case the Delta Academy Trust. The Disability Equality Duty builds on the academy's duties under Parts 2, 3 and 4 of the DDA 1995.

8.0 The General Duty

8.1 The academy, when carrying out its functions, will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life (Refer to local offer for details)
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

8.2 The duty will apply across the academy's responsibilities to:

- Disabled learners
- Disabled staff
- Disabled parents/carers and other users of the academy.

9.0 The Specific Duty

In addition to the general duty, regulations made under Part 5A of the DDA set out a specific duty on certain public authorities, including all publicly-funded schools, requiring them to demonstrate how they are meeting the general duty. In effect, the general duty sets out what the academy is going to do and the specific duty sets out how the academy is going to do it and what will be recorded as evidence of what has been done.

10.0 The Disability Equality Scheme

10.1 Under the requirements of the specific duty the academy will:

- Prepare and publish a Disability Equality Scheme
- Involve disabled people in the development of a scheme
- Implement the scheme
- Report on it

10.2 The purpose of the scheme is to demonstrate how the academy is going to meet the Disability Equality Duty. However, the academy is not required to do anything under its scheme that is unreasonable or impracticable.

10.3 Schools and academies are required to undertake the development of their scheme in a particular way and to include particular elements. In line with this requirement the academy will:

- Involve disabled people (learners, staff, parents/carers) in the preparation of the scheme
- Set out in the scheme how disabled people have been involved in its preparation
- Set out the arrangements for gathering information on the effect of the academy's policies on the recruitment, development and retention of disabled employees
- List the educational opportunities available to and the achievements of disabled pupils
- Show the academy's methods for assessing the impact of its current or proposed policies and practices on disability equality
- List the steps the academy is going to take to meet the general duty (the academy's action plan)
- Show the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

10.4 The academy will implement the actions in the scheme within three years and report on the progress annually.

10.5 The academy will review and revise the scheme every three years.

11.0 Our Inclusive Approach

11.1 The academy will strive to meet the needs of all individual learners, staff, parents/carers and other site users by ensuring they have access to appropriate facilities, support and learning resources including staff. The academy will achieve equality of opportunity by ensuring the following:

- Provision for children and young people with learning and behaviour difficulties and disabilities will be an integral part of the equal opportunities policy.
- Liaison with external organisations and the Lifelong Learning Partnership* to promote inclusive learning and access to learning opportunities. (*LLPs are voluntary and non-statutory groups of local learning partners (Schools, FE, Work-based Learning, adult and community).)
- Staffing levels are appropriate to each individual learner's needs, as far as the resources of the academy allows.
- Promotional and publicity material will reflect a positive image that the academy is accessible to all, irrespective of their learning difficulties or disabilities.
- The academy admissions procedure will give potential learners and/or parents/carers the opportunity to register a learning difficulty and/or disability in order that the academy can make appropriate arrangements to meet the individual need.
- The admission procedure will ensure that each learner will be provided the most appropriate learning or behaviour programme to meet their need and will receive initial assessment as appropriate.
- Counselling and guidance will be made available to all learners with the option of referral for specific inter-agency support.
- The academy will continue to raise the awareness of all staff regarding the equal opportunities policy and managing diversity and differentiation in the classroom.
- The academy will provide specialist support and training for staff involved in teaching learners with a learning or behaviour difficulty and/or disability.
- The academy will ensure that Health and Safety legislation is taken into account and special measures are taken not to compromise the health and safety of learners, parents/carers, staff and members of the wider community with a learning difficulty and/or disability.

11.2 The academy will arrange specialist support depending on each child's need. This will be initiated after discussing requirements with the individual and in the case of a learner, with their parents/carers. For learners, support can be altered according to any changes in their level of need and will be agreed in their support plan.

11.3 Examples of additional support may include, but is not restricted to;

- Communication e.g. using a signer or Braille.
- Note-taking for the learner.
- Equipment and technology, including sound-field systems or similar and vibrating alarms.
- Large PC screens and specialist software.
- Additional time to complete coursework.
- A personalised approach to learning.
- Access arrangements for examinations (see 11.6)

11.4 The academy recognises that to provide the best possible support it will require specialist guidance and so will liaise closely with Children's Services and other support agencies.

- 11.5 The academy will enable all learners to sit examinations that are appropriate to their curriculum and will, with discussion, provide any reasonable specialist support required to do so. Notification to examination boards will be required, so advanced application is essential. This is both the duty of the academy to provide and the pupil and their parents / carers to request.
- 11.6 Examination boards permit special arrangements for clearly defined reasons. These include:
- Physical disability.
 - Visual impairment.
 - Hearing impairment.
 - Specific learning difficulties.
 - Mental health difficulties.
- 11.7 Special arrangements such as extra time and for those pupils with a temporary disability can be made at the time of the examination. The academy and Local Governing Body will review its disability statement and scheme each year. Any recommendations after the review will be implemented during the following year.
- 11.8 The academy welcomes comments to enable it to provide the best possible experience for all its pupils, parents/guardians, staff and members of the wider community.
- 11.9 If you have a comment or wish to register a concern you should contact in the first instance the **Associate Assistant Principal**.
- 11.10 If you wish to make a complaint about a matter related to a disability or difficulty you should use the academy's complaints and appeals procedure and your complaint will be dealt with accordingly.

12.0 Details of the Complaints Procedure

The academy takes every concern or complaint from a parent, carer or member of the community very seriously. In the first instance, all concerns or complaints should be addressed to the Principal.

**Principal
Serlby Park Academy
Whitehouse Road
Bircotes
Doncaster
DN11 8EF**

If satisfaction or clarity is not received after contacting the Principal, the Chair of the Education Advisory Board should be contacted in writing.

All of this information will be found in the academy's Complaints Policy, available from the academy or on the academy's website.

13.0 Monitoring and Review

The **SENCo** will review this policy annually and assess its implementation and effectiveness and make a report to the Education Advisory Board on an annual basis. This policy will be promoted and implemented throughout the academy.

14.0 Approval by Local Governing Body and Review Date

This policy has been formally approved and adopted by the Education Advisory Board at a formally convened meeting

Policy approved: _____
Chair of the Education Advisory Board

Date: _____

Review date: _____

End of statement