



DISABILITY, EQUALITY AND ACCESS POLICY

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STATEMENT OF PRINCIPLE

As a Catholic Community we are committed to ensure that all are to be given every opportunity to develop their talents to the full. We make every effort to ensure that our curriculum and the environment are accessible to all who may consider themselves to have a disability.

At Finchley Catholic High School we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the school. We aim to develop a catholic culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

Discrimination against people with disabilities takes many forms, and barriers are often created within society which makes it more difficult for them to reach their full potential or to have equal access to the services they need. We are committed to removing barriers for our students and staff.

The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will NOT tolerate harassment of disabled people with any form of impairment.

Our Policy takes account of the following legislation:

- Equality Act (2010)
- Disability Discrimination Act (2005)
- SEND Code of practice (2015)

POLICY AIMS

This policy's aim is to provide a structure to:-

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 2005 and the Equality Act 2010
- 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
- take steps to meet disabled people's needs

The definition of 'disability' under the Equality Act 2010

A person has a disability if:

- they have a physical or mental impairment

- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping
- People who have had a disability in the past that meets this definition are also protected by the Act.
- People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

It is impossible to list every condition that might be recognized as a disability but some of these include:

- Hearing and visual impairments; specific learning difficulties – such as dyslexia and dyspraxia
- Long term mental health difficulties such as chronic depression
- Long term medical conditions – such as epilepsy, diabetes, heart condition, cancer and HIV
- Autistic Spectrum Conditions/ Asperger's Syndrome
- Physical impairments
- Chronic pain
- Chronic fatigue
- Speech impairments

Staff will:

- Model respectful attitudes to disabled students, staff and other members of the wider school community
- Promote positive representation of disabled people
- Participate in training (where applicable)
- Draw the attention of the Headteacher to any instances of discrimination or harassment
- Ensure that they make reasonable adjustments to their professional practice to enable disabled students to fully access learning opportunities.

The Governing Body will:

- Seek the advice of the Headteacher on this policy, keep it up -to-date, and make it available to parents upon request
- Ensure that the impact of the policy is monitored and changes made if appropriate.

At all times we need to uphold Catholic values. We recognise that not everyone eligible to use the term disability will think of themselves as disabled. We recognise that students who have SEN may or may not have a disability and that those who are disabled may or may not have SEN.

Students' role

- To engage with any materials presented during PSHE sessions that relate to Disability, Equality and Access
- To encourage the Student Council to actively review our response as a Catholic School to disability issues. School Council meetings will continue to be used to identify student needs as well as monitor student response.

Staff role

- Asked to self disclose any disability and what reasonable adjustments they felt they needed to fully participate in school life
- To reflect any concerns related to Disability, Equality and Access, in whole staff surveys or via the Staff Welfare committee

Governors' role

- Asked to self disclose any disability and what reasonable adjustments that they feel they need to fully participate in school life.
- The Head Teacher and the Chair of Governors will ensure that reasonable adjustments are made as appropriate.

Parents' role

- Asked to let the school know, in confidence, if they have a disability and again what reasonable adjustments we might make to enable them to fully participate in their child's education.

Local Community & Visitors

- Any members of the local community which regularly use the school facilities have been asked to disclose information and what reasonable adjustments that they feel they need to fully participate in activities that take place on the school site

How we have gathered information on the effect of our policies and practices on disabled people.

- We recognise that our policies and practices may impact on disabled people and in particular on: The recruitment, development and retention of disabled employees;
- On the educational opportunities available to and the achievements of disabled people.
- We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.
- The processes we use for gathering information will include:
 - notes in the school journal
 - school briefings and emails
 - New Year 7 intake evening
 - School Council Meetings and other representatives of the student body
 - Annual Reviews and Parents' Evenings
- **Roles and Responsibilities**
- **The Headteacher will ensure that:**
 - The Governing Body is advised about the policy and provision for meeting the needs of people with disabilities (students, teachers, parents and carers and members of the wider community)
 - The impact of policy and provision in terms of (i) the recruitment, development and retention of disabled employees; (ii) the educational opportunities available to and the achievements of disabled students, is monitored and provision amended where appropriate
 - The curriculum and its delivery do not disadvantage disabled people
 - Reasonable adjustments are made to school premises and to teaching methods to enable disabled students to access the full range of educational activities
 - Positive attitudes to disability and equality are promoted both through the taught curriculum and the wider curriculum.
- **The Disability Equality Duty**
 - The duty requires schools, when carrying out their functions, to have due regard to the need to:
 - Promote equality of opportunity between disabled people and other people
 - Eliminate discrimination that is unlawful under the Equality Act
 - Eliminate harassment of disabled people that is related to their disability
 - Promote positive attitudes towards disabled people
 - Encourage participation by disabled people in school and community life
 - Take steps to meet disabled people's needs, even if this requires more favourable treatment.