



WyreForestSchool

Communication Specialist

Disability Policy

Date of last review:	2022	Review period:	3 Years
Date of next review:	2025	Written by:	Jo Kehoe
Type of policy:	Non-Statutory	Committee:	Curriculum & Standards
Signature:			

Introduction

The *Equality Act 2010* and the *Special Educational Needs and Disability (SEND) Regulations 2014* place certain duties on schools to make sure that pupils with special educational needs and disabilities (SEND) are able to take advantage of the same opportunities that other pupils have.

A person is defined as having a disability if they have physical or mental impairment that has substantial or long-term negative effect on their ability to carry out every day activities (Equality Act 2010).

At Wyre Forest School we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010, so that we meet the Disability Equality Duty (December 2006). This includes:

- setting high expectations for all pupils.
- removing barriers to allow pupils to achieve those expectations.

The Senior Leadership Team (SLT) will be responsible for the provision of advice and guidance to students, staff, job applicants and recruitment/interviewing panels on the implementation of this policy.

The key areas of the policy are:

- to promote equal opportunities for all people with disabilities and the elimination of discrimination and harassment that is unlawful, related to disability.
- to endeavour to remove any physical access barriers to ensure our school is as accessible as possible for students, staff and visitors with disabilities.
- to foster positive attitudes amongst students and staff towards people with disabilities through education.
- the encouragement of full participation for disabled students and adults in school. Including taking steps to meet the needs of disabled people, even if this requires a measure of positive action.

WFS will:

- provide reasonable adjustments in the form of teaching strategies, alternative assessments, and support assistance for students with disabilities in all aspects of the WFS curriculum.
- advertise and promote the Disability Policy and procedures, and the provision of disability support within all areas of the curriculum and employment opportunities.
- ensure monitoring and evaluation of this policy is a continuous process carried out by all members of staff.

Students with disabilities:

The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities, including the provision of appropriate materials, equipment and facilities.

Our curriculum, class time, assemblies and work with the wider community, will be a means to encourage staff, students, parents and visitors to respond positively to the diversity and richness that persons with disabilities bring to our school community. The school will use its best endeavours to ensure that the environment for work and study does not limit persons with disabilities from playing a full and meaningful part in every aspect of school life.

Staff with disabilities:

The school will review and develop its recruitment procedures to encourage applicants with disabilities and ensure that no unlawful discrimination takes place. Candidates with disabilities will have any additional needs met wherever possible and practicable if called for interview.

All staff appointments will be made on the basis of qualifications, experience and skills of the applicant, regardless of disability.

Wherever possible, the school will make such reasonable adjustments as are required to enable a successful candidate with a disability to take up the position.

The school will support, where possible, any employee who suffers a disability whilst at work, so that they may continue their employment.

Any reasonable adjustments to the working environment will be made.

Training and CPD opportunities will be available to all staff regardless of disabilities. Additional needs with regard to access, equipment and facilities will be made to ensure full participation is available.

The school will make every effort to ensure that the environment for work does not prevent persons with disabilities from taking up or continuing in employment for which they are suitably qualified.

The school will ensure that awareness of disability is raised amongst all staff, students, parents and visitors. This is to ensure that:

- those involved in recruitment and selection are thoroughly acquainted with the policy and procedures;
- all managers and colleagues of any employee with a disability have a clear understanding of the specific requirements and adjustments necessary and make a positive response;
- any member of staff, student, parent, governor or visitor with a disability is able to seek assistance, if required, to support and enable them to fully participate.

Should an adult disclose information about his/her disability, the colleague or the member of staff receiving the information will treat it with complete confidence and not impart it to anyone else.

Where it is proposed that the information should be revealed to a third party, the reasons for this will be explained to the individual and the individual's permission obtained before proceeding.

In rare circumstances, staff, following consultation with the Headteacher, reserve the right to relax confidentiality when there appears to be serious risk to the individual or someone else. In such circumstances, the individual's consent will be sought, if at all possible.

Monitoring:

The school will hold a central record on ScholarPack (school management information system), of all people who wish to declare a disability, so that regular monitoring of the effectiveness of the policy may take place.

The school will encourage the involvement of people with disabilities in the review, implementation and effectiveness of the policy.

Links with external agencies:

Liaison will be maintained with specialist advisory agencies and groups at local and national level.

In order to ensure that people with disabilities gain the best possible support, the school will seek to consult with advisory groups so that we may make the best possible use of available resources.

Parents/carers with disabilities:

All reasonable steps will be taken to ensure that any information sent to or made available to parents/carers will be published and accessible.

Every effort will be made to ensure that the environment does not prevent persons with disabilities from visiting the school.