



The Market Weighton School

Disability Equality for Supporting Learners Policy

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The Market Weighton School is committed to ensuring equal treatment of all its students, employees and any others involved in the school community, with any form of disability. Our target is to close the gap between the experiences and opportunities of people with a disability and those of people without. We aim to ensure that our ethos and systems safeguard against disabled people receiving less favourable treatment in our procedures, practices, and service delivery. We will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents. We aim to be proactive in identifying barriers and are collaborative in our approach to ensure personalisation.

Definition of Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Equality Act 2010 sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Our main aims in relation to supporting those students/students with a disability:

- To provide the best possible education for all students including those with a disability within a supportive and caring community equipping them with the attitude, skills and abilities to cope with a rapidly changing world,
- To ensure that there is no evidence of discrimination in relation to those with a disability,
- To encourage all those connected to students with a disability to have realistic but high expectations,
- To encourage all students with a disability to have realistic but high expectations of themselves,
- To ensure that those with a disability feel safe within their learning environment,
- To provide reasonable adjustments to the fabric of the building and academy site wherever necessary to meet the needs of those with a disability in relation to bespoke individual need or through strategic accessibility planning,
- To review all policies into practice to ensure that they reflect accessibility and reasonable adjustments where relevant,
- To monitor impact of provision for those students with a disability in relation to agreed measures such as academic progress, attendance and records of bullying incidents,
- To feel confident that our students have reached their full potential,
- To ensure that up-to-date national and local legislation or guidance is adhered to and implemented,
- To work alongside parents/carers to allow them to feel equal in meeting their child's needs and to ensure that they feel confident that their child is educated and cared for appropriately,
- To ensure that student participation is embedded in practice and that reasonable adjustments are made to allow those with a disability to have a voice,
- To engage appropriate specialist services and agencies to ensure that individual needs are being met but also to form part of consultation and involvement on strategic policies being put into practice.

The school pays due regard to statements in the Equality Act such as:

'The responsible body of such a school must not discriminate against a pupil

- *in the way it provides education for the pupil;*
- *in the way it affords the pupil access to a benefit, facility*

- *or service;*
- *by not providing education for the pupil;*
- *by not affording the pupil access to a benefit, facility or service;*

Involvement and Consultation

The school consults with students with a disability as part of the annual EHCP review process, staff and service users in the development of our Disability Equality Policy to support learners and to inform future developments. Progress is recorded at EHCP reviews.

Examples of involvement and consultation are:

- Drop-in sessions
- Informal meetings
- Statutory annual review meetings
- Assess, Plan, Do, Review meetings
- Open evenings
- Formal 1:1 meetings with students
- Team Around the Family multi-agency meetings
- Feedback on observations

Appraisal meetings with staff

Employment and Commitment to Staff Development

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote disability equality within our workforce. We will ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.

The Equality Act 2010 helps us to understand how to fulfil our duties.

The school will, taking medical or specialist advice where appropriate, ensure that all reasonable adjustments are made to allow new and existing staff with disabilities to work effectively within the school.

Accessibility Planning

TMWS will follow the Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities states that:

‘Schools and LAs need to carry out accessibility planning for students with a disability. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which students with a disability can participate in the curriculum;
- Improving the physical environment of schools to enable students with a disability to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to students with a disability.

Reasonable Adjustments

TMWS will follow the Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities also states that:

‘The duty to make reasonable adjustments applies only to people with a disability. For schools the duty is summarised as follows:

Where something a school does places a student with a disability at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.

Schools will be expected to provide an auxiliary aid or service for a student with a disability when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.'

The school will develop reasonable adjustments as well as providing bespoke provision for individual students.

LA Equality Objectives 2016-20

- *The council seeks to provide services which are accessible, wherever possible and appropriate to users.*
- *Communications with residents are provided, wherever possible, in clear and easily understood formats.*
- *Our knowledge of residents' needs is used to inform service provision*
- *Equality and diversity training is reviewed and revised and made available to staff and elected members as appropriate.*