



Disability Policy

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1. School Vision

All trustees and staff will strive to ensure that all pupils are valued as individuals, who are recognised for their talents, fully included within the school community and provided with every opportunity to achieve 'excellence'. We expect all pupils to emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything they do.

Pupils at RTS will:

- Be confident and happy individuals who can build positive relationships with others and work purposefully towards achieving their very best at all times.
- Possess the knowledge, communication and technical skills necessary for success as they move into further education and the workplace.
- Have the motivation to work independently and conscientiously to achieve qualifications that reflect their full ability.
- Become lifelong learners with an insatiable curiosity about the world around them and a shared responsibility for their peers, the environment and wider society.

2. Introduction

A person has a disability if they have physical or mental impairment that has substantial or long term adverse effects on their ability to carry out every day activities. (Equality Act 2010).

At The Richmond upon Thames School (RTS) 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. (Dec. 2006).

The Disability Policy will cover the following elements:

- The promotion of equal opportunities for all people with disabilities. The elimination of discrimination that is unlawful. Equality Act 2010. The elimination of harassment related to disability.
- The promotion of an ethos of positive attitudes.
- The encouragement of full participation for disabled students and adults in school. To take steps to meet the needs of disabled people, even if this requires a measure of positive action.
- Scrutiny of the methods of assessment undertaken and the impact on people with disability.
- The steps required for the delivery and maintenance of this policy. A bi-annual review mechanism.
- Complaints procedures to address complaints and concerns.
- The Leadership Team 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.

3. Procedural Policy overview

The key areas of the policy are:

- 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.
- Encourage the development and implementation of procedures to address the requirements of students and staff with disabilities across all departments of the school and to operate within the

Disability Policy framework.

- Provide reasonable adjustments in the form of teaching strategies, alternative assessments, and support assistance for students with disabilities in all aspects of academic programmes.
- Advertise and promote the Disability Policy and procedures, and the provision of disability support within all areas of academic learning, and employment opportunities.
- Ensure monitoring and evaluation of this policy is a continuous process carried out by all members of staff. A formal evaluation will be carried out bi-annually.
- Should a student or 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. Even if the member of staff believes it would be in the individual's interest to reveal the information, it would be improper to do so if the person declines to give permission.
- In rare circumstances, staff, following consultation with the Head Teacher, 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.

4. Students with Disabilities

- All students wishing to attend RTS will be considered for a place regardless of disability.
- The school will expect a member of the Leadership Team to act as Designated Disabilities Advisor to provide information and guidance to all students with disabilities.
- The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities, the provision of appropriate materials, equipment and facilities.
- Our curriculum, tutor 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.
- The school will hold an up to date register of any student who legitimately declares they have a disability so that effective monitoring of academic and social progress may be made.
- The school will inform staff of individual students with disabilities to facilitate academic and social monitoring.

Any staff member requiring advice and support in relation to student disability, should seek assistance from the designated member of the Leadership Team who has responsibility as the Designated Disability Advisor.

5. Staff with Disabilities

5.1. Recruitment

- 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.

5.2. Retention

- 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.

5.3. Training and Continued Professional Development (CPD)

- 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.

5.4. The working environment

- 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.

6. Disability Awareness

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 line 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.

7. Monitoring

- The school will hold a central record on Progresso, the school's management information systems, 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.

8. 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.

9. The Role of Middle Leaders

- Middle Leaders are responsible for the implementation of the policy with the staff for whom they are responsible. If they have a colleague, or student with a disability in their company or subject

area, their needs must be considered through discussion with that person, and advice and support sort where necessary.

- Middle Leaders must be made aware of their responsibilities under the Disability Discrimination Act (DDA) and ensure that they are implemented. Advice support and training may be provided by the Local Authority as appropriate.
- Middle Leaders are expected to set an example to ensure that all staff are aware of the policy and act in accordance with it, ensuring that discrimination on grounds of disability does not occur.

10. Parents with Disabilities

- All reasonable steps will be taken to ensure that any information sent to or made available to parents 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.

11. Designated Disability Advisor

The designated member of the Leadership Team who has responsibility as the Designated Disability Advisor is **Lee Cornwall**.