



Thrybergh Academy and Foljambe Campus

Disability and Equality Policy

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Author: Assistant Headteacher

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Introduction

Thrybergh Academy and Foljambe Campus are pleased to publish our updated Disability Equality Plan.

The school works to ensure that it meets its current statutory duties and does not unlawfully discriminate against pupils because of their: sex, race, disability, religion or belief, or sexual orientation. Furthermore, it is important to note that protection against discrimination is now extended to pupils who are pregnant, or have recently given birth, or who are undergoing gender reassignment. Achieving disability equality lies at the heart of our core objectives and values.

We aim to continue to build upon our culture of inclusion and diversity, where individuals feel free to disclose their disability and are supported to fully participate in school life. We recognise that promoting equality for all will improve access for everyone. Our aim, therefore, is to put equality as a central part of the way we work, by putting it at the centre of policy making for: practices, procedures and employment.

The Equality Act (2010) identified three main elements that apply to public bodies, including school, which Thrybergh Academy endeavour to achieve:

- Eliminate discrimination and any other conduct that is prohibited in the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it.
- Foster good relationships between people who share a protected characteristic and people who do not share it.

At Thrybergh Academy we are committed to ensuring that any of the above are not tolerated and are committed to continuously developing and improving our practices to enable everyone to feel safe and respected.

Definition of Disability:

The definition of disability, as found in the Equality Act (2010), is 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.'* In addition to this, some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Furthermore, it is important to note that the school is allowed to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without SEN.

Ultimately, Thrybergh Academy will work towards ensuring that disabled pupils can play as full a part as possible in school life by making reasonable adjustments to meet an individual's needs.

In addition to the above, the Equality Act (2010) makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment.

The Academy's Duties around Accessibility for Disabled Pupils:

It is a statutory responsibility of the school to carry out accessibility planning for disabled pupils. Schools must implement accessibility plans which are aimed at:

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

Through meeting the above, we seek to create an environment that promotes independence and enables students to achieve and embrace success.

Gathering and Using Information/ Data:

In order to fulfil our statutory requirements we must be able to identify individuals who have a disability. Consequently, through using the definition of disability, we strive to ensure that all individuals, including those with a disability have a full contribution in school life in terms of:

- Responding to an individual's needs
- Setting suitable learning challenges
- Overcoming potential barriers to learning
- Effective assessment procedures for individuals/ groups

When gathering data and using this to develop our practices we will ask the following groups to participate:

- The school cohort (current and potential, as partnership working with feeder schools will support with transition).
- Parents
- Staff
- All stakeholders of the school.

We will use this information to support school in identifying any barriers to learning and participation in the life of the school.

Increasing the extent to which disabled pupils can participate in the curriculum:

The school will endeavour to make reasonable adjustments to ensure disabled people are able to play as full a part as possible in school life. We are committed to ensuring that staff have access to information about all students that they teach. However, additional information will be made available about how best to support students with disabilities within their classroom. We will work in partnership with individuals, parents, carers and external agencies to create bespoke packages of support that aim to ensure that individuals with a disability can access a broad and balanced curriculum.

We firmly believe that quality first teaching and learning within the mainstream classroom is key to supporting individuals achieving their full potential. Consequently, differentiated learning to support all learners is a school priority. Furthermore, we have a team of Teaching Assistant who work collaboratively with teachers to ensure that support is deployed to enable maximum impact for students' needs.

Improving the physical environment of the schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided:

The school's physical environment ensures that individuals are able to access all areas and are able to participate fully, to support us in doing this we will ensure:

- Continuous monitoring of the school environment that takes into consideration the diverse needs of individuals.
- Consultation with different stakeholders to explore how we can further develop our facilities to meet the needs of individuals with a disability.

Improving the availability of accessible information to disabled pupils:

We are able to provide information, such as: the school prospectus, letters home and reports in an accessible form to individuals who may require this. All information for children and young people will be differentiated to ensure access to the curriculum, this can be done by:

- Alternative methods of recording (laptop/ voice)
- Enlarged print
- Different coloured of paper
- Braille or sign language
- Appropriate recording of homework.

Parents/ Carers:

We firmly believe that parents are a fundamental part of their child's education. We value the input that parents offer and seek to work in partnership with them in order to best meet their child's needs. We strive to ensure that we listen to parents/ carers to identify a student's needs and create personalised packages of support to enable students to progress.

Disabled Employees:

We believe in equality for all and we show our commitment to our employees in a number of ways:

- A commitment to interview all applicants who meet the essential criteria for a job vacancy
- A commitment to making reasonable adjustments to arrangements or practices to alleviate disadvantage and will take steps to provide any necessary auxiliary aids and services.
- A commitment to considering alterations to physical features of the school where that it is reasonable to avoid disadvantage caused by disability.
- The school will not enquire about the health of an applicant until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work.
- A commitment to ensuring appropriate CPD opportunities.

Thrybergh Academy & Foljambe Campus

Arran Hill, Thrybergh, Rotherham, S65 4BJ

Telephone: 01709 850471 Fax: 01709 854561

e-mail: head@thrybergh.com

website: www.thrybergh.com

Acting Headteacher: Steven Rhodes

Assistant Headteachers: Michelle Diskin Fran Whayman Elliot Montgomery Scott Rushton & Jason Toy

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