



De La Salle School

Disability and Accessibility Policy

De La Salle School is a Christian community, inspired by the vision and example of Saint John Baptist De La Salle, where each person is invited to become the person God intended him or her to be and to live a life of faith and love, following the example of Christ.

The School has a legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the curriculum. The Disability Discrimination Act (DDA) 2005 has strengthened the DDA 1995 and the SEN and Disability Act (SENDA) 2001, supported further by the 2010 Equality Act by broadening the definition of a disabled child or adult and placing on schools a more proactive duty to promote equality of opportunity for disabled children and adults. The duties falling on the School apply to disabled students, disabled staff, governors and disabled people who use services provided by the School. Responsibility for DDA lies with the Board of Governors, which is devolved to the Headteacher.

DEFINITION OF DISABILITY

The Equality Act 2010 constitutes a disability as "A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.

HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.

Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.

People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur, they will be considered to be a disabled person.

Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.

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Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account".

DEFINITION OF LEARNING DIFFICULTY

The DfE website (www.education.gov.uk) offers DCSF guidance 'Special Educational Needs (SEN) - A Guide for Parents and Carers' (2009) which defines a learning difficulty as follows: "Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

OUR AIM IS TO:

Support the ethos of the school as a Catholic community which respects the rights of disabled students, to have equal access to the curriculum, extra-curricular and other services.

- Equally value and encourage all children.
- Foster positive attitude towards disability within our community.
- Notwithstanding the above, and the School's desire to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of the outside world and our Christian values, the School places equal importance on ensuring that no student's education and progress is impaired by the behaviour of another student.

ACHIEVEMENT OF OUR AIMS

To achieve our aims, the School has produced this Disability and Accessibility Policy.

- Monitor the School's Disability Policy
- The Accessibility Plan will be monitored at regular intervals
- Review the School's Disability Policy, Disability Equality Scheme and Accessibility Plan at least every three years.
- Make recommendations as to the contents of report required annually on the implementation and effect of the Disability Equality Scheme and the Accessibility Plan (to be summarised in the School Development/Action Plan, the School website, and/or Prospectus).

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ADMISSIONS AND STUDENTS WITH DISABILITIES, SEN AND LEARNING DIFFICULTIES

The school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and students with physical disabilities are welcome. Students, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome provided that the Learning Support Department can provide them with the help and support that they require.

BEFORE ENTRY

Each student with SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents/carers and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a student at the school.

OTHER ADJUSTMENTS

Depending upon need, children can use an SEN department computer/mobile device in class, and, with prior arrangement, can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

THE LEARNING SUPPORT DEPARTMENT

The learning support department includes a fully qualified specialist who is able to support each student with a specific learning difficulty in literacy.

The learning support team are informed regarding a wide range of learning needs Dyslexia, Dyspraxia, Autistic Spectrum Disorder and Asperger's syndrome, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Hearing Impairment and physical impairment

Some disabled students may also require specialist support from the learning support department. This would normally be discussed with parents/carers before their child enters the school. Students with identified or suspected learning difficulties will be assessed, initially, by the Learning Support team and SENCO, who may then recommend to parents/carers that they seek further assessment from an Educational Psychologist or other specialist to ensure that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills are offered outside the normal curriculum, though study skills may be selected as an option instead of a GCSE subject in Years 10 and 11. The school works closely with the student and their parents/carers to help them to overcome the barriers that their difficulties present.

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ROLE OF THE SENCO

Working closely with the Headteacher and the other pastoral staff, the SENCO plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of students with SEND. The SENCO will liaise closely with the student's teaching staff, family and where appropriate, with external agencies. The SENCO attends regular external training in order to remain current with the latest developments to, and requirements of, their duties as SENCO.

STAFF TRAINING

All staff (including teaching and support staff) are given regular advice and tips on working with SEND by the SENCO. This advice focuses on helping each child to reach her maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account students' learning difficulties (as well as the needs of gifted and talented students). The SENCO and LSA's liaise with the teaching staff about the most appropriate means of meeting the needs of students with SEND and learning difficulties. The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well-developed system of pastoral care for social interaction amongst students. All students are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a student with SEND or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Students are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules and expectations make clear the seriousness of bullying, victimisation and harassment in all its destructive forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All students and staff understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

PARTNERSHIP WITH PARENTS/CARERS

The school's hope is that all parents/carers will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The SENCO, other pastoral staff, tutors and teaching staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent/carer if she/he felt that an adjustment to the curriculum or learning programme followed by their child might be in their best interests, or if there was a specific concern.

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COMPLAINTS

The school naturally hopes that a parent/carer will not feel that they have cause to complain but its complaints policy is published on the website and also available from the school office for any parent/carer who wishes to use it.

ACCESSIBILITY PLAN

1. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
3. De La Salle School has, over time increased the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Identify where access to the physical environment of the school, adding specialist facilities as necessary Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as; equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.
4. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equal Opportunities and Diversity we will have an equality policy
 - Staff Development
 - Health & Safety (including off-site safety)
 - Special Educational Needs
 - Promoting positive behaviour
 - School Development Plan
 - Asset Management Plan
 - School Prospectus and Mission Statement

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5. Exam Access Arrangements
 - Groups of students who are entitled to access arrangements and some that are referred.
 - An external assessor will be brought into De La Salle to complete FORM C and the SENCO will complete FORM 8.
 - Access arrangements will applied for online.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.



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