

Staffordshire University Academies Trust		Trust Policy Document			
Approved by:	Trust Board	Issue date:	February 2018	Review date:	February 2020
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Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>
		General Public <input checked="" type="checkbox"/>			

Disability Discrimination Policy

Introduction

- 1.1 Staffordshire University Academies Trust (SUAT) are committed to giving pupils' at all of our academies every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. Our academies offer a broad and balanced curriculum, and we have high expectations for all children. The achievements, attitudes and well-being of all our pupils matters. This policy helps to ensure that each academy promotes the individuality of all our pupils, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.2 The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools/academies and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.
- 1.3 From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our academies are required to make 'reasonable adjustments' to enable access.
- 1.4 Our Accessibility Plan details the changes required to our buildings and to other aspects of our academies, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

What is disability?

- 2.1 The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.
- 2.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.
- 2.3 Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

Aims and objectives

- 3.1 All academies in the Trust aims to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.
- 3.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our academies provide.
- 3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.
- 3.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- 3.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the any of the Trust's academies.

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Removing barriers

- 4.1 Academies within the Trust must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.
- 4.2 Disabilities can limit the extent to which pupils are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a pupil suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.
- 4.3 The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our academies.

The physical environment

- 5.1 We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of our academies, within the limits of the resources available. Where necessary, we will try to improve the following:
 - access, by installing setting-down and picking-up points, ramps, handrails and lifts;
 - movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
 - accommodation within the building, by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and medical rooms;
 - furniture, by procuring rise-and-fall tables, sinks and ovens;
 - information and communication technology, by selecting appropriate hardware and software, and by using minicomms;
 - signage, by putting it in clear print.

The curriculum

- 6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-academy activities and trips in such a way that pupils with disabilities can participate.
- 6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.
- 6.3 Our library, reading books and other resources contain positive images of people with disabilities.
- 6.4 The Trust Board and Local Academy Councils regularly reviews the way in which resources are matched to the needs of all the pupils. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- 6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable.
- 6.6 We seek and respond to guidance from the parents/carers and the children.

Information

- 7.1 Information normally provided in writing (lesson content, texts, library resources and information about academy events) will be made available in alternative formats that are

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clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

- 7.2 We always take account of disabilities, be they the pupils' or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

Staffing

- 8.1 When advertising posts, or interviewing applicants, or deciding on appointments, appointments will follow the necessary procedures, and will not discriminate against people with disabilities.
- 8.2 Should a member of staff become disabled, the Local Academy Council will ensure reasonable adjustments are made to that person's employment arrangements, or to the premises, in order to enable them to continue in post.
- 8.3 All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.
- 8.4 Each academy will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

Health and safety

- 9.1 Members of staff follow the Trust's procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.
- 9.2 Each academy has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Policy into practice

- 10.1 The Trust Board is responsible for the academies duty not to discriminate.
- 10.2 A named Local Academy Council member and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.
- 10.3 The Principal / Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- 10.4 All members of staff are fully committed to the policy of not discriminating against pupils, parents/carers or staff with disabilities.
- 10.5 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring

- 11.1 We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.
- 11.2 We monitor:

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- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

11.3 Evaluations based on these data are then reported to the Local Academy Council and Trust Board, and an action plan will be drawn up if necessary.

Monitoring and review

- 12.1 The Local Academy Council has a named governor with responsibility for matters of disability discrimination. It is this member's responsibility to keep the Local Academy Council informed of any new regulations, and to ensure that the academy regularly reviews its processes and procedures. The member in question also liaises with the Chief Executive Officer and external agencies, to ensure that the academy's procedures are in line with those of the LA.
- 12.2 The Principal / Headteacher implements the academies disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.
- 12.3 The Principal / Headteacher reports to Local Academy Council annually on matters regarding disability discrimination.
- 12.4 This policy will be reviewed at any time on a request from the Trust Board, or at least once every two years.