

Policy Title:	Disability Statement
Policy Reference:	
Function:	For Information and Guidance – Disability is defined by the Disability Discrimination Act 1995 (DDA)
Status:	Recommended
Audience:	Governors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation	The Principal and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Version:	V1.0
Issued for:	Approval
Date for Review:	2010

THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children.
- The Academy should articulate social and moral values and respect for others, irrespective of their class, sex, race or religion.
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured.
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills.
- An effective and flourishing Academy should be 'public' rather than 'private', explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership.
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people.
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is to be, first and foremost, a place of high quality learning and teaching for young people aged 11-19.

This policy, and its associated procedures and protocols, is based on these key principles.

THE OXFORD ACADEMY

Disability Policy

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities”.

Principles

Compliance with the DDA is consistent with the Academy’s aims and equal opportunities policy, and the operation of the Academy’s SEN policy;

The Academy recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan;
- to ensure governors and staff have regard to the DRC Code of Practice (2002) when performing their duties;
- to value parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities;
- to respect the parent’s and student’s right to confidentiality;
- to provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles and to endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum. In so doing, setting suitable learning challenges by:
- responding to students’ diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Activity

This section outlines the main activities which the Academy undertakes, and is planning to undertake, to achieve the key objective.

Education and Related Activities

The Academy will seek and take account of relevant advice, where appropriate, of external services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the NHS Trusts.

Physical Environment

The Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Presentation of Information

The Academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Policies

This Plan will contribute to the review and revision of related Academy policies, for example:

- Academy Improvement Plan
- Asset Management Plan
- SEN Policy
- Equal Opportunities Policy
- Teaching and Learning Policy

Staff

Wherever practicable, the Academy will:

- i consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Disability Discrimination Act (2005) (see References section below).
- ii ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.

- iii ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the Academy at the discretion of the Principal and Governing Body, dependant on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

The Academy will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- i continuing in the same post
- ii a gradual return to work
- iii a reduction in hours
- iv redeployment
- v premature retirement on grounds of incapacity
- vi termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).

The Academy will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

The Academy will ensure that a programme of training is offered to staff to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

References

The Disability Discrimination Act 2005 (DDA 2005) amends or extends existing provisions in the DDA 1995

The Disability Discrimination Act (1995) states that an employer must make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

- i Adaptations to premises
- ii Re-allocating some duties

- iii Altering hours
- iv Finding alternative accommodation
- v Rehabilitation leave
- vi Training
- vii Modifying equipment
- viii Modifying instructions or manuals
- ix Modifying assessment or testing procedures
- x Providing a reader or interpreter
- xi Providing supervision

Further information can be obtained from:

- i the 'Code of Practice for Schools' (Disability Discrimination Act 1995: Part 4)
- ii the Employment Service
- iii the Disability Rights Commission
(www.drc.org/drc/)