



DISABILITY EQUALITY POLICY

To be reviewed: **Every 2 Years**

Next review: **Summer 2021**

Date Approved by the Genesis Education Trust Board: **Summer 2019**

**Except in the case of dismissal the term 'Head Teacher' refers to the Executive Head and the Heads of School (Federation). The power to dismiss is vested in the Executive Head Teacher or Head Teachers of individual schools. Executive Head/ Head Teacher/Head of School/Associate Head (henceforth referred collectively as Head Teacher, unless specifically stated)*

INTRODUCTION

The Genesis Education Trust are committed to the fair and equal treatment of all individuals regardless of disability, as stated in its equal opportunities policy. We recognise that choices (e.g. pupil admission, staff selection) have to be made between individuals using proper criteria, and we are opposed to the creation of any unnecessary barriers. We are committed to the Equality Act 2010. The school aims to improve its accessibility and provision for people with disabilities in order that they may participate fully in school life and will continue to address this aim in future planning.

DEFINITION

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

Disability is defined as the loss or limitation of opportunities for people with impairments to take part on an equal basis with others in society due to social and environmental barriers. Impairments or individual medical conditions of any kind, whether they have resulted from injury, illness or birth, become a disability because of the social and physical barriers to independence and equal opportunities faced by people with disabilities.

PUBLICITY AND INFORMATION

The school will ensure that recruitment material clearly states that applications from prospective staff and students with disabilities are welcome. Information materials, such as the school prospectus will, where appropriate, include details of the availability and limitations of support/facilities for people with disabilities. The school web site has been designed to make it easy to read.

THE ENVIRONMENT

The school recognises that currently some areas of the working and studying environment are not fully accessible to people with disabilities and will ensure that all future renovations improve this situation.

HEALTH AND SAFETY

School health and safety procedures will offer clear advice and procedures to address the needs of people with disabilities, in particular the evacuation procedures.

STAFF WITH DISABILITIES

Recruitment procedures enable applicants with disabilities to provide information on their needs and will take account of any special arrangements that may be necessary. Any discussion of support requirements will be separate from consideration of the applicant's suitability for the post applied for. All candidates will be considered on their abilities.

The school 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 employees. Advice and support on the employment of disabled people is available from the local authority, in conjunction with occupational health and external agencies. Person specifications for each post, including the specific physical requirements, should be drawn up before posts are advertised.

PUPILS WITH DISABILITIES

Pupils with disabilities will be accepted where they can be accommodated without risk to themselves or others and where the school has the resources to make any necessary adjustments to staffing or to the environment.

ACCESS TO THE CURRICULUM

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and materials. Teaching staff should take steps to ensure that their teaching style and approaches do not create any unnecessary barriers or difficulties for students with disabilities whom they may teach.

ASSESSMENT AND EXAMINATIONS

The school recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to show their capabilities and knowledge. Therefore, methods of assessment may need to be modified.

STAFF DEVELOPMENT

The school will ensure that a programme of training is offered to staff to familiarise themselves with and enable them to fulfil the requirements of the policy.

CONFIDENTIALITY

Care needs to be taken that an appropriate degree of confidentiality is maintained.

REVIEW

This policy will be reviewed in accordance with the review schedule.