



St George's Catholic Voluntary Academy

Disability Discrimination Policy

Issue No 1

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This Statement of Disability Discrimination Policy is produced in respect of St George's Catholic Voluntary Academy and forms the basis of future planning and implementation of disability discrimination matters within the school.

1 STATEMENT OF GENERAL POLICY

- 1.1 The Governing Body working in conjunction with information, procedures and codes of practice is responsible for setting out the overall policy in so far as St George's Catholic Academy is concerned.
- 1.2 The planning and implementation of the policy is the direct responsibility of the Headteacher ensuring that all employees fulfill their duties to co-operate with it. Arrangements will also be made to bring it to the notice of all staff, including new employees and supply teachers.
- 1.3 The Governors recognise their responsibility under the Disability Discrimination Act so far as is reasonably practical to:
 - a) Promote knowledge and understanding of the needs of people with disabilities;
 - b) Offer equality of opportunity where practicable to pupils or staff with disabilities and ensure this by constantly reviewing and revising procedures which may have the effect of being discriminatory;
 - c) Educate all in such a way that discriminatory behaviour of any kind is undermined;
 - d) Provide for the particular needs of the disabled.

2 DEFINITIONS

The Disability Discrimination Act, 1995 includes the following definitions:

Disabled person: Someone who has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities,

Long term: If it has lasted or is expected to last for at least 12 months or the rest of the life of the person concerned,

Discrimination: An occurrence where a disabled person is treated less favorably than someone else. The treatment is for a reason relating to the person's disability and that reason does not and would not apply to others and this treatment cannot be justified. Discrimination in relation to the employment provision also occurs where an employer fails to comply with the new duty to make reasonable adjustments and that failure cannot be justified.

The definition covers:

- People with physical, sensory, or mental impairments.
- People with learning difficulties.
- People with progressive conditions.
- People with severe disfigurements.
- People who have had a disability in the past.

The definition does not cover:

- People addicted to alcohol, nicotine or any other substance other than being medically prescribed.
- People with seasonal allergic rhinitis unless it aggravates another condition.
- People with a tendency to physical or sexual abuse of others.

3 EDUCATIONAL PROVISIONS

3.1 GENERAL ISSUES

The school site has been adapted for disabled pupils and adults at the reception area and the Governors will continue when making improvements and modifications to consider the needs of these pupils and adults when it is practicable to do so. Both the Governors and the school staff are aware of the additional difficulties imposed on pupils and employees whose mobility is restricted and modifications to improve access are ongoing.

The Governors have a responsibility, laid down in law, to maintain the Catholic character of the school and admissions are controlled with this in mind. The priority criteria are:

1. Catholic looked after or previously looked after children.
2. Catholic children living in the parish(es) served by the academy.
3. Catholic children living outside these parish(es).
4. Other children who are looked after or previously looked after children.
5. Children who are baptised or dedicated members of other churches which belong to 'Churches Together in England'.
6. Other children and those for whom no Supplementary Form has been received.

3.2 THE CURRICULUM

The aim of the school is to provide equal opportunity for all disabled pupils by ensuring wherever possible, that pupils are taught alongside their mainstream peers. Integration is achieved by means of in class support, modification of the curriculum, adaptation of resources into a variety of media, provision of specialist equipment and constant liaison between support staff and teachers. Individual Education Plans are drawn up and reviewed for disabled pupils and include the teaching of specialist skills, e.g. Makaton, PECS, mobility, life skills etc. with the involvement of parents whenever possible. Training of both support and teaching staff is ongoing, as is the raising of awareness of mainstream pupils to the needs of the disabled.

3.3 COMPLAINTS

All concerns should be made in the first instance to the Headteacher, who will attempt to resolve difficulties informally. If this is not possible, the formal procedure adopted to deal with all complaints will be made available. This may involve the Governors and the Local Authority.

3.4 ASSESSMENT ARRANGEMENTS

The school makes special arrangements for examinations for all pupils with Education Health Care Plans and others who they believe require such arrangements. Such arrangements may include additional time, adapted papers, special equipment, readers, transcripts and amanuensis.

3.5 SITE ACCESS

The school is located on an undulating site in Littleover. Buildings that are new since 2000 have ramps to enable access by wheelchair users. However the older part of the building has limited access for disabled users.

4 EMPLOYMENT PROVISIONS

4.1 GENERAL ISSUES

The Governors will make reasonable adjustments to employment arrangements or premises so that a disabled employee or prospective employee is not at any substantial disadvantage compared to a non-disabled person. When planning future site developments, the Governors will take account of the possible future needs of disabled employees, pupils, parents and the wider community who may use the premises.

4.2 RECRUITMENT

Governors will make every effort to ensure that the job application process, including advertising, selection criteria, assessment process, interview arrangements and the offer of employment are carried out in such a way so as not to disadvantage the disabled applicant. Disabled applicants, who are suitably qualified for the post, will be offered an interview in line with the school's Equal Opportunities Policy.

4.3 WORKING CONDITIONS

Governors will review from time to time the working conditions of disabled staff to determine if they are experiencing any disadvantages and will make any reasonable adjustments to redress these. This could be achieved by:

- altering premises
- allocating some duties to another employee
- transferring the person to fill an existing vacancy
- altering working hours
- changing the persons place of work
- allowing absences during working hours for rehabilitation assessment or treatment
- supplying additional training

- acquiring or making changes to equipment
- providing a reader or signer

Where the condition of an existing employee worsens, Governors will endeavour to ensure that the employee is not discriminated against in any aspect of their employment. Aspects of employment include the terms and conditions of employment, opportunities for promotion, career development and training and dismissal proceedings. In such cases, the Governors will consider making reasonable adjustments for the disabled employee such as:

- holding their job open while they take time off to recuperate
- making special arrangements under the terms of the employee's sick leave pay scheme for a temporary period
- re-deployment to another school

Dismissal of a disabled employee for any reason relating to their disability by the Governors, would only take place if no reasonable adjustment would remove the reason for dismissal.

4.4 RIGHTS OF ACCESS TO GOODS, FACILITIES AND SERVICES

The Governors (as service providers) will endeavour to ensure that disabled people are not unjustifiably refused access to a service, provided with a worse service or offered a service on less favorable terms than an able bodied service user.