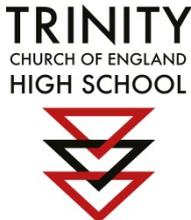


DISABILITY EQUALITY POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Personnel Committee
	Approved by:	Full Governing Body
	Date approved:	27 th February, 2019
	Next review due by:	End of 2021/22 academic year

AIM/PURPOSE

The Policy should enable the following to be achieved.

1. Improved achievement and progress for disabled students.
2. Increased participation of disabled students in all activities and areas of school life.
3. Improved access to the school for disabled adults and students.

LEGISLATION AND GUIDANCE

This document meets the requirements of *schedule 10 of the Equality Act 2010* and the Department for Education (DfE) *guidance for schools on the Equality Act 2010*.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice*, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

GENERAL PRINCIPLES

Trinity CE High School has high ambitions for its disabled pupils. We expect them to participate, achieve and make progress in school life.

We make all students, staff, parents/carers and visitors feel welcome and remove barriers to disabled people.

In order to meet legislation, Trinity has in place arrangements to support all students with medical conditions so that they have full access to education including school trips and physical education. In order to ensure this, we liaise with health and social care professionals, students and parents regarding students' needs. Individual health care plans are drawn up as appropriate and arrangements made to cater for students' care, management of absence and re-integration of students who have been absent because of their conditions or disabilities.

We are also committed to opportunities for all, and this is demonstrated by the way we:

- ◆ set appropriate learning challenges and targets for all students.
- ◆ are responsive to the diverse needs of students and staff.
- ◆ overcome potential barriers to learning and participation in all areas for individuals and groups of students.

DISABILITY EQUALITY AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

This includes the following:

1. Using existing data and admissions information to collate information on students with disabilities and medical needs.
2. Using information about students with statements who have disabilities and are to be admitted to school.
3. Collecting information on levels of attendance and exclusion for disabled students compared with non-disabled students through the annual SEND report to governors.
4. Identifying barriers to attendance.
5. Identifying reasons for exclusions.
6. Revising data and admissions information systems.
7. Revising transition information.
8. Tracking progress and identifying targets for improved achievement for disabled students.
9. Comparing end of key stage 3 results and external exam results for disabled pupils.
10. Identifying areas of the curriculum to which disabled students may have limited access.
11. Identifying barriers to participation in school initiated activities, on and off-site, to which disabled students have limited access.
12. Auditing staff recruitment and retention criteria in order to identify barriers.
13. Supporting campaigns to develop positive attitudes towards disabled people.
14. Establishing links with local organisations for disabled people.

School Accessibility Plan

This plan aims to address the statutory requirements of the Equality Act (2010) which replaced the Disability Discrimination Act 1995. It draws on guidance set out in 'Accessible Schools: planning to increase access to school for disabled pupils', issued in July 2002 by the DfE.

Definition of Disability (Equality Act 2010):

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

Duties

Trinity has a duty:

- Not to treat disabled people less favourably.
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and services.
- To make reasonable adjustments for disabled people so that they are not at a substantial disadvantage.
- To provide all students with a broad and balanced curriculum that is differentiated and adjusted to meet the needs of individual students.
- To recognise and value parent's and carer's knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect the parent's and child's right to confidentiality.

Activities

This section outlines what actions Trinity is undertaking and planning to undertake in order to fulfil its duties.

Physical Access:

- Systems are in place to ensure that within structural/layout constraints, buildings and classrooms are accessible to people with a wide range of disabilities.
- External signage and lighting has been improved.
- All lifts are regularly maintained and kept fully functional.
- The school takes into account all 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.
- Accessible toilets are available on the ground floor of each building. There are several other accessible toilets not at ground level across the school.
- Externally, there are guidance lines painted on the floor to support staff, students and visitors with a visual impairment.
- Nosings to main school staircases to be picked out in a bright contrasting colour so that stairs can be easily identified.
- An accessible toilet and washroom is available in the Sports Centre.
- A rise and fall work station is provided in science and engineering and there are rise and fall examination tables.
- The school will continue to seek and follow the advice of the Local Authority services and appropriate specialist outreach services with regards to physical access.

Curriculum Access:

- Staff have regular training on the Code of Practice, Quality First Teaching and SEND.
- All staff, students and parents have access to online teaching and learning resources. This will continue to be developed from 2019-2021.
- Every teacher and member of staff involved in supporting students are aware of the issues surrounding accessibility to the curriculum with particular reference to sensory and physical disabilities.
- Strong links are being developed with the University of Manchester to provide wider learning opportunities for students with disabilities.
- The school works closely with 'City in the Community' to provide a wide range of sporting opportunities outside of school for students with disabilities.
- The curriculum is regularly reviewed in order to promote equality of opportunity for disabled students.

Provision of information

- All staff, students, parents and other stakeholders can access information about the school via the internet.
- Policies are published on the school's website.

MONITORING AND EVALUATION

The actions taken to amend the school's practices on disability equality will be assessed through the following; the SENCO and the SEN Department advising the Deputy Head and Head. The Policy will be monitored by the Governors' Personnel Committee and any changes ratified by the Full Governing Body.