



MacIntyre Academies Discovery Academy

Disability Access Policy & Plan

Version	Purpose / Change	Responsibility	Date
V5	Addition of “also referred to as pupils who are Autistic (often a preferred term)” page 2 Addition of • Redeployment “– where practicable”	Executive Principal	March 2023

Adopted by Trust Board: July 2015
Reviewed by LAB: March 2023
Next review: March 2026

Disability Statement

Introduction and Purpose

Discovery Academy is committed to a fair and equal treatment of all individuals regardless of disability.

Following the Equality Act 2010, a basic framework has been established in law as a means of protection against indirect and direct discrimination, harassment and victimisation, access to services, premises, education, associations and transport - on any of the nine protected characteristics. These characteristics are defined in the act as Race, Disability, Sex, Religion or belief, Sexual orientation, Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity.

Discovery Academy will keep the access needs of the academy under review and plan for improvements for our students within the following strands:

1. The curriculum
2. The physical environment
3. The delivery of information

The Trustees, Local Advisory Board and staff of the Discovery Academy are totally committed to equal opportunity as defined above for all children/young people, staff and parents/carers. We believe that the diversity of our academy community is a great asset.

The academy building will comply with all regulations and is physically accessible to all. Furniture, fixtures & fittings in the academy are appropriate to the needs of the learners, and altered if necessary. Future developments on the academy site will be constructed and developed with accessibility in mind.

Discovery Academy will offer a broad and balanced curriculum, to ensure that the physical environment is accessible and that written information is available to all parents/carers. The majority of our students have an autistic spectrum condition (ASC), also referred to as pupils who are Autistic (often a preferred term) and / or Social Emotional Mental Health (SEMH) and hence the delivery and sharing of information will take account of these needs.

The academy is accommodated in a re-furbished building that meets the building regulations of 2010 with regards to access and use of the building. Wherever possible suitable adaptations will be made to meet the needs of disabled staff and students.

The academy is wholly accessible in terms of its curricula, premises and communication. The curriculum is designed so that it may be delivered to provide flexible and equal access to all students, whatever the level of their disability.

Aims

The aims of this statement are to ensure that:

1. Applications for admission from all potential students are considered in line with the published admission arrangements;
2. Applications for employment are considered and assessed on the basis of an applicant's aptitudes, abilities and qualifications;
3. Disabled staff and students have access to the appropriate support and adaptations, to enable them to be fully included in the life of the academy;

4. The views of individual students or staff are taken into account at all times when their requirements are being assessed;
5. All students are fully integrated into the academy and individual needs are assessed and supported following a person-centred approach.
6. Staff have appropriate information, support and training in order to meet the needs of all individual students.
7. The academy takes steps to enable staff, who become disabled during their time at the academy, to continue in their chosen career as far as is practicable;
8. Disabled members of the public can fully participate in public events held within the academy;
9. The academy premises are accessible and safe for disabled people;
10. No student or staff member is treated less favourably as a result of their disability.

Implementation

1. The Executive Principal is responsible for ensuring that staff and parents/carers are made aware of this policy and that the Disability Code of Practice set out below is followed.
2. The Executive Principal and the Local Advisory Board (LAB) will have overall responsibility for ensuring that this policy statement is implemented.

Environment

1. Any future building projects/development will be considered at the planning stage for accessibility and usability by people with disabilities.
2. Evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published.
3. Should any prospective child or member of staff be in need of specific premises adaptation the Executive Principal will inform the LAB members so that a review of feasibility and costs can be made and presented to the Trust Board.

Children and Young People

1. Applications will be considered in line with the published admission arrangements for all children/young people referred to Discovery.
2. The academy will aim to provide all children and young people with the appropriate support to enable them to be fully integrated. Discovery will ensure that all children and young people are treated equally and will make reasonable adjustments to ensure the full participation and integration of all children and young people, whatever the level of their disability.
3. The needs of all children/young people will be taken into account in the design, structure and flexibility of teaching methods and delivery. Provision will be made to ensure that each curriculum area is organised in such a way that to ensure full participation.
4. Individual needs will be considered and addressed by all curriculum areas, and an Individual Education Plan (IEP) and Positive Behaviour Support Plan (PBS) will be drawn up on an annual basis and reviewed regularly.
6. Arrangements will be made to enable all children and young people to perform to the best of their ability, by meeting their individual needs.

Staff

Wherever practicable, the academy will:

1. Ensure that members of staff who become disabled, so far as is practicable, should continue to remain employed by the academy, at the discretion of the Executive Principal and the LAB, dependant on their ability to carry out the duties of their post. Help from related professional organisations will 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.

2. Discovery Academy to make any reasonable adjustments, to enable the employee to continue in post. However, options might include:
 - Continuing in the same post
 - A gradual return to work
 - Some appropriate adjustments of hours
 - Redeployment – where practicable
 - Premature retirement on grounds of incapacity
 - Termination of employment
3. 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).
4. 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.
5. The academy will ensure that an ongoing programme of training is offered to staff to increase their awareness of children and young people and their disabilities and inform them of appropriate action to be taken when delivering the curriculum.

Conclusion

The academy promotes equal opportunities in all its activities, irrespective of disability, ethnic origin, gender, marital status, nationality, politics or sexual orientation. As a Specialist Academy, Discovery Academy strives to ensure that all individual students achieve their potential and that no disabled child or young person is ever left behind.

Monitoring, Evaluation and Review

The LAB will review this policy at least every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.