

Nishkam School Trust



Disability Policy (Pupils)

Policy Version	Date Approved	Signed by Director	Signed by Executive Principal	Signed by School Lead
3.1	June 13			
3.2	Dec 14			
3.3	Mar 17			

Disability Policy (Pupils)

1. Introduction

- 1.1 Nishkam School Trust (NST) is committed to a fair and equal treatment of all individuals regardless of disablement. NST welcomes applications from people with disabilities to join the NST community.
- 1.2 The schools are designed and built to have provision and accessibility for people with disabilities so that they may be integrated fully into school life. The curriculum will be designed so that it may be delivered to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.

2. Aims

2.1 The aims of this statement are to ensure that:

- i. applications for admission from all potential students are considered in line with the published admission arrangements;
- ii. disabled students have access to the appropriate support and adaptations to enable them to be fully included in the life of the school;
- iii. the views of individual students are taken into account at all times when their requirements are being assessed;
- iv. all students are fully integrated into the school and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment;
- v. staff working with disabled people, either as colleagues or as students, have appropriate information, support and training;
- vi. the school takes steps to enable students who become disabled during their time at the school to continue in their course of study as far as is practicable;
- vii. disabled members of the public can fully participate in public events held within the school;
- viii. so far as is reasonably practicable, the school premises are accessible and safe for disabled people; and
- ix. no disabled student is treated less favourably as a result of their disability.

3. Implementation

- 3.1 The Head of Education (Primary or Secondary) will be responsible for ensuring that staff and parents are made aware of this policy and that the Disability Code of Practice set out below is followed. (Throughout this policy, the term "parents" means all those having parental responsibility for a child.)
- 3.2 The Head of Education and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented.

4. Disability Code of Practice

Environment

- 4.1 Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.
- 4.2 Evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published.

Students

- 4.3 Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the school unless:
 - i the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
 - ii the school would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met.
- 4.4 The school will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The school will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.
- 4.5 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 delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.
- 4.6 Students with a disability or who become disabled whilst studying at the school will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO and an Individual Education Plan drawn up on an annual basis.
- 4.7 The school recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The school will liaise with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific curriculum area managers and the school's Examinations Manager.

5 Monitoring, Evaluation and Review

- 5.1 The Governing Body will review this policy at least every two years and assess its implementation and effectiveness.