



**Disability Statement**

MAYFLOWER COMMUNITY ACADEMY PLYMOUTH POLICIES



# Mayflower Community Academy Plymouth

---

VERSION CONTROL SHEET

**POLICY NAME: Disability Statement**

**Policy Prepared by: Nigel Gooding**

Document date	Filename	Mtg submitted	Summary of changes required
01-09-10		July PSG	New policy



# Mayflower Community Academy Plymouth

---

## CONTENTS:

INTRODUCTION	4
ACCESSIBILITY	4
THE DISABILITY EQUAILTY DUTY 2005	5
THE GENERAL DUTY	5
THE SPECIFIC DUTY	5
OUR INCLUSIVE APPROACH	7



## Introduction

Mayflower Community Academy welcomes people with disabilities and will comply with the requirements of the Disabilities Discrimination Act 1995 (DDA 95) as amended by the Disabilities Discrimination Act 2005 (DDA 05) and the Special Educational Needs and Disability Act 2001 (SENDA 01). The Academy will make all reasonable adjustments to meet the needs of individual pupils, parents/carers, staff and other people from the wider community.

A disability is defined as: *A physical or mental impairment which has a substantial, long term (at least a year) and adverse effect on the ability to carry out normal day to day activities. (Disability Discrimination Act 2005)*

The Academy accepts that, in addition to the medical definition of disability, there may be other forms that may affect a pupil's performance. For example, many pupils with special educational needs can also be considered to have a disability. pupils with conditions such as asthma, diabetes or arthritis may have a disability but not special educational needs.

The Academy is committed to inclusion and supporting learning for each individual, regardless of any disability (medical or social) they may have. The Academy aims to provide appropriate support, resources and facilities to meet individual needs and to encourage all students to achieve.

The Academy recognises that under the Data Protection Act all pupils are entitled to complete confidentiality when they disclose a disability. However the Academy would request appropriate disclosure in line with our Guidance on Access to Pupil Records policy so that it can implement any provision for the pupil to support them and their needs.

## Accessibility

All schools were required by the SEN and Disability Act (2001) to develop accessibility plans. The development of the plan required schools to undertake an audit focusing on three aspects:

- Developing participation in the curriculum for pupils with disabilities
- Developing physical access to the site and buildings
- Improving access to information for parents and pupils with disabilities



Any current accessibility plans will be revised in light of the requirements of the Disability Equality Duty 2005.

### **The Disability Equality Duty 2005**

The DDA 2005 brought in a duty on all public authorities to promote disability equality. The disability equality duty includes two main elements:

- a general duty
- a specific duty

Both apply to all publicly-funded schools including Academies. Responsibility for the duty lies with the Academy Trust. The disability equality duty builds on the Academy's duties under Parts 2, 3 and 4 of the DDA 1995.

### **The General Duty**

The Academy, when carrying out its functions, will have due regard to the need to;

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favorable treatment

The duty will apply across the Academy's duties to;

- disabled pupils
- disabled staff;
- disabled parents and carers and other users of the school.

### **The Specific Duty**

In addition to the general duty, regulations made under Part 5A of the DDA set out a specific duty on certain public authorities, including all publicly-funded schools, requiring



## Mayflower Community Academy Plymouth

---

them to demonstrate how they are meeting the general duty. In effect the general duty sets out what the Academy is going to do and the specific duty sets out how the Academy is going to do it and what will be recorded as evidence of what has been done.

### The Disability Equality Scheme

Under the requirements of the specific duty the Academy will;

- prepare and publish a disability equality scheme
- involve disabled people in the development of a scheme
- implement the scheme
- report on it.

The purpose of the scheme is to demonstrate how the Academy is going to meet the disability equality duty. However, the Academy is not required to do anything under its scheme that is unreasonable or impracticable.

The Academy will undertake the development of their scheme and include particular elements. In line with this requirement the Academy will;

- involve disabled people (pupils, staff, parents and community) in the preparation of the scheme
- set out in the scheme how disabled people have been involved in its preparation
- set out the arrangements for gathering information on the effect of the school's policies on the recruitment, development and retention of disabled employees
- list the educational opportunities available to and the achievements of disabled pupils
- show the Academy's methods for assessing the impact of its current or proposed policies and practices on disability equality
  
- list the steps the school is going to take to meet the general duty (the Academy's action plan)
  
- show the arrangements for using information to support the review of the action plan and to inform subsequent schemes

The Academy will implement the actions in the scheme within three years and report on progress annually. The Academy will review and revise the scheme every three years.



# Mayflower Community Academy Plymouth

---

## Our Inclusive Approach

The Academy will strive to meet the needs of all individual pupils, staff, parents and carers and other site users by ensuring they have access to appropriate facilities, support and learning resources including staff. The Academy will achieve equality of opportunity by ensuring the following:

- Provision for pupils with learning and behaviour difficulties and disabilities will be an integral part of the equal opportunities policy
- The Academy, as far as practicable, will upgrade the existing accommodation to provide access for pupils, parents/carers, staff and members of the wider community with disabilities and meet the requirements of the act
- The Academy will ensure that any future building programmes will comply with revised legislation at the time of the building programme and ensure new/remodelled buildings are accessible and meet the varying requirements of those with disabilities; pupils, parents/carers, staff and members of the wider community
- The Academy will continue to liaise with external organisations and the Lifelong Learning Partnership to promote inclusive learning and access to learning opportunities
- The Academy will ensure that staffing levels are appropriate to individual pupil's needs
- Promotional and publicity material will reflect the positive image that the Academy is accessible to all irrespective of their learning difficulties or disabilities
- The Academy admissions procedure will give potential pupils and/or parents/carers the opportunity to register a learning difficulty and/or disability in order that the Academy can make appropriate arrangements to meet the individual need
- The admission procedure will ensure that the pupil will be provided with the most appropriate learning or behaviour programme to meet the individual's need and will receive initial assessment as appropriate
- Counselling and guidance will be made available to all pupils with the option of referral for specific inter-agency support
- The Academy will continue to raise the awareness of all staff of the equal opportunities policy and managing diversity and differentiation in the classroom
- The Academy will provide specialist support and training for staff involved in teaching pupils with a learning or behaviour difficulty and/or disability
- The Academy will ensure that Health and Safety legislation is taken into account and special measures are taken so not to compromise the health and safety of pupils, parents/carers, staff and members of the wider community with a learning difficulty and/or disability

The Academy will arrange specialist support depending on the individual's need; this will be initiated after discussing requirements with the individual, in the case of a pupil also with their parents/carers. For pupils, support can be altered according to any changes in their



## Mayflower Community Academy Plymouth

---

level of need and will be agreed in their support plan. Examples of additional support may include, but is not restricted to;

- Communication e.g. using a signer or Braille
- Enhance signage in the new build Academy
- Note taking for the pupil
- Equipment and technology, including sound-field systems or similar and vibrating alarms
- Large PC screens and specialist software
- Additional time to complete coursework
- A personalised approach to learning

The Academy recognises that to provide the best possible support it will require specialist guidance so will liaise closely with Social Services, Education Departments, Educational Psychologist, Unions and other support agencies.

The Academy will enable all pupils to sit examinations that are appropriate to their curriculum and will, with discussion, provide any reasonable specialist support required to do so. Notification to examination boards will be required, so advanced application is essential. This is both the duty of the Academy to provide and the pupil and parents/carers to request. Examination boards permit special arrangements for clearly defined reasons. These include:

- Physical disability
- Visual impairment
- Hearing impairment
- Specific learning difficulties
- Mental health difficulties

Special arrangements such as extra time and for those pupils with a temporary disability can be made at the time of the examination.

The Academy and the Academy Council will review its disability statement and scheme each year. Any recommendations after the review will be implemented during the following year.

The Academy welcomes positive comments to enable it to provide the best possible experience for all its pupils, parents, staff and members of the wider community.

If you have a comment or wish to register a concern you should contact in the first instance, one of the following members of staff at the academy -





## Mayflower Community Academy Plymouth

---

Head Teacher  
Mayflower Community Academy  
41 Ham Drive, Plymouth, PL2 2NJ  
**Telephone: 01752  
365730**

If you wish to make a complaint about a matter related to a disability or difficulty you should use the Academy's complaints and appeals procedure and your complaint will be dealt with accordingly.

Details of the Complaints Procedure can be obtained from;

Mayflower Community Academy  
41 Ham Drive, Plymouth, PL2 2NJ  
**Telephone: 01752  
365730**

