



Hednesford Valley High

Disability Policy

Reviewed by: E Perry

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Website: www.hvh.staffs.sch.uk **Headteacher:** Mr S. Stokes, BSc (Hons), PGCE, NASENCo
Assistant Headteachers: Mrs E Hill, BSc (Hons), QTS, NPQSL, MA, Mrs E Perry, BSc (Hons), PGCE, PGDip, MA, NASENCo
Associate Assistant Headteacher: Mr C Wall, BSc (Hons), PGCE, NPQML

1. Introduction

The school is committed to the provision of equal opportunities for all, as outlined in our Equal Opportunities Policy. This disability policy sets out the school's commitment to both potential and actual students, employees and Governors with a disability and those existing students, employees and Governors who might become disabled. It also provides a framework to ensure that the school offers a supportive environment for any student, employee or Governor with a disability. The school also recognises the need to provide such resources as may be necessary to support students in accessing the curriculum and the employment of people with disabilities and undertakes to identify resources wherever possible.

Disability is defined as 'a physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal day to day activities'.

The school recognises and intends to meet its statutory obligations under the Equality Act 2010, Special Educational Needs and Disabilities (SEND) Regulations 2014 and the SEND Code of Practice not to discriminate against a student or an employee with a disability, and to make reasonable adjustments to seek to overcome any practical difficulties that may prevent an applicant with a disability from taking up a place at the school or employment here.

Our SEND Report can be found on the school website.

2. Objectives

The Government's vision, set out in the Children's Plan, is that every child and young person should have the opportunity to fulfil their potential. Extended Schools are a key mechanism for this and help deliver the Every Child Matters (ECM) outcomes for children and young people; namely being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

This policy sets out how Hednesford Valley High, working in partnership with other schools and providers will provide access to extended services for children and young people, their parents/carers and the wider community. This will be either on the school site or signposted to other extended services offered locally by other schools and providers.

3. Policy Action Points

The Senior Leadership Team will be the point of contact to provide advice and guidance to students, job applicants, recruitment panels, Governors and staff on the implementation of this policy.

Students with Disabilities

- The school's admission procedure is irrespective of any disability.
- The school will identify appropriate points of contact to provide information and guidance to applicants and existing students with disabilities.
- The school will respond, wherever possible, with reasonable adjustments to meet special requirements of students with disabilities.
- The school will make provision within its curriculum and examination arrangements for the special needs of students with disabilities to be taken into account.
- The school will continually review and develop its learning support to seek to ensure full access for students with disabilities through provision of appropriate materials, equipment and facilities.
- Through the curriculum and assemblies the school will encourage staff and students to respond positively to the diversity and richness that persons with disabilities bring as colleagues, fellow students and members of the community at large.

- The School will actively encourage students with disabilities to access rewarding, challenging and appropriate courses.

Staff and Governors with Disabilities (Recruitment)

- The school undertakes to review and develop its recruitment procedures to encourage applications from people with disabilities and to ensure that any such applicants are not discriminated against.
- When a short-listed applicant advises the school of a disability, arrangements will be made at the interview stage to meet any additional needs of the applicant wherever possible and reasonably practicable.
- The school's recruitment panels will make selection decisions on the basis of the qualifications, experience and skills of applicants in relation to the post, regardless of any disability.
- Wherever possible, the school will make such reasonable adjustments as are required to enable a successful applicant with a disability to take up a position.

Retention

- The school will take positive steps to enable, wherever possible, the continued employment of an employee who becomes disabled whilst working at the school.
- Where an employee becomes disabled during the course of employment, the school will provide such support as may reasonably be possible to enable them to maintain or return to a post appropriate to their experience and abilities.
- Any reasonable adjustments to the working environment will be made.

Training and Career Development

- Training and development opportunities will be available to staff/Governors regardless of any disability.
- Where staff/Governors undertaking training or development identify additional needs in relation to access, equipment or facilities, adjustments will be made wherever possible in order to enable full participation in any such programme.

The Working and Learning Environment

The school will use its best endeavours, in particular in any new building work, to ensure that the environment for work and study does not prevent persons with disabilities from taking up or continuing in employment for which they are suitably qualified.

Disability Awareness

The School will take steps to raise the awareness of disability amongst its staff/Governors, specifically:

- to ensure that those involved in recruitment and selection processes are aware of the policy and procedures;
- to ensure that the leaders and colleagues of any employee with a disability understand any specific requirements or adjustments that may be necessary and respond to them in a positive way (subject to the agreement of the disabled employee in relation to the release of any information); and
- to ensure that any employee with a disability is able to seek assistance, if necessary, to support or enable them to continue in employment and reach their full potential.

Monitoring

The Business Manager will maintain records of staff that declare a disability and record data on applications for employment, to enable monitoring of the operation of this policy across all areas of employment.

Involvement of Persons with Disabilities

The school will encourage the involvement of people with disabilities, from within the school and outside agencies, in reviewing the implementation and effectiveness of this policy.

Liaison with External Advisory Bodies

In order to maintain best practice in the application of this policy, liaison will be maintained with the specialist advisory bodies and groups concerned with disability, including the local Disability Services Team and the Disability Employment Adviser. In order to extend the highest level of support possible to people with disabilities, the school will seek to consult with all sources of advice and help and make best use of any resources that are available, including an application under the Access to Work Scheme where appropriate.

Parents/Carers with Disabilities

Any information sent or available to parents/carers will be available in alternative formats, fonts and styles if so wished, for example using communication in print or over the phone if required. The school will use its best endeavours to ensure that the environment does not prevent persons with disabilities from visiting the school for public events, attending meetings to discuss issues relating to their children or viewing the facilities that we have on offer.

4. Dissemination and Review

The policy will be disseminated widely both to Staff and Governors through appropriate meetings.

The policy will be reviewed February 2025.