THE COURTYARD ISLINGTON

DISABILITY AND ACCESSIBILITY PLAN AND POLICY

The Courtyard offers a tailored educational and social provision with a holistic approach. We aim to equip our students with the skills and experiences needed to discover and thrive with increased independence in their next stage of life.

DISABILITY AND ACCESSIBILITY PLAN - POLICY STATEMENT

Approval Committee:	**Full Governing Body**
Author:	**Head Teacher**
Last reviewed:	**June 2024**
Next review date:	**June 2027**
Required to publish on website?	**Yes**
Statutory?	**Yes**

1. INTRODUCTION

1.1 The Courtyard is committed to a fair and equal treatment of all individuals regardless of disability. Under the Equality Act 2010, pupils with ASC/SLCN are likely to be disabled within the meaning of the act. The Courtyard welcomes applications from disabled[1] people to join the Courtyard community as students and staff.

1.2 The Courtyard is committed to its responsibilities towards disabled people under the Equality Act 2010 and other relevant legislation.

1.3 The Courtyard sites have been designed and built to have provision and accessibility for disabled people so that they may be integrated fully into the Courtyard life. The curriculum is designed so that it delivers flexible and equal access to all students.

2. AIMS

The aims of this statement are to ensure that:

2.1 applications for admission from all potential students are considered in line with the published admission arrangements and the requirements of the Equality Act 2010 and other relevant legislation;

2.2 applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications and in line with the requirements of Equality Act 2010;

2.3 disabled staff and students have access to the appropriate support and reasonable adjustments to enable them to be fully included in the life of the Courtyard;

2.4 the views of individual students or staff are taken into account at all times when their requirements are being assessed;

2.5 all students are fully integrated into the Courtyard and individual needs are assessed and supported as far as is practicable within an educational establishment;

[1] For the purpose of this document a person is disabled if they satisfy the definition of disability in the Equality Act 2010, namely that they have a physical or mental impairment which has a substantial and, long-term adverse effect on their ability to carry out normal day-to-day activities.

2.6 staff, have appropriate information, support and training to enable them to work effectively with and alongside their disabled colleagues and students;

2.7 the school takes steps to enable staff who become disabled during their time at the Courtyard to continue in their chosen career as far as is practicable;

2.8 disabled members of the public can fully participate in public events held within the Courtyard;

2.9 so far as is reasonably practicable, the Courtyard premises are accessible and safe for disabled people; and

2.10 no disabled student or staff member is treated unfavourably, or less favourably, as a result of their disability.

3. IMPLEMENTATION

3.1 The Headteacher and Deputy will be 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. (Throughout this policy, the term “parents” means all those having parental responsibility for a young person.) Please see the Courtyard’s Special Educational Needs (SEN) policy for further details.

3.2 The Headteacher and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented.

4. DISABILITY CODE OF PRACTICE

4.1 Environment

4.1.1 Any future building projects will be considered at the planning stage for accessibility and usability by disabled people and will be informed by consultation with disabled users from our school community.

4.1.2 Evacuation procedures and escape routes for disabled students and staff will be carefully planned in line with current regulations and published.

4.2 Students

4.2.1 Applications will be considered in line with the published admission arrangements for all students.

4.2.2 The Courtyard will make reasonable adjustments to ensure the full participation and integration of all students.

4.2.3 As far as resources allow, the individual needs of our 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 student cannot fully participate, alternative provision will be made.

4.2.4 Individual student needs will be considered and addressed by all curriculum areas in collaboration with the Headteacher and an Education, Health and Care Plan target document (Appendix A) drawn up on an annual basis.

4.2.5 The Courtyard will liaise with the relevant Examination Boards to arrange any special arrangements required for its students. In such instances, students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the Headteacher and Exams Officer.

4.3 **Staff**

Wherever practicable, the Courtyard will:

4.3.1 consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act 2010 (see Statutory and Non-Statutory guidance section below);

4.3.2 ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.

4.3.3 ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

4.3.4 ensure that members of staff who become disabled, so far as is practicable, should continue to remain employed by the Courtyard at the discretion of the Headteacher and Governing Body, dependant on their ability to carry out the duties of their post. Help from related professional organisations should 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.

4.3.5 in cases where a disability is a degenerative, progressive condition that develops over time, give careful

consideration to the selection of the most appropriate option(s).

4.3.6 make reasonable adjustments 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.

4.3.7 ensure that a programme of training is offered to staff to increase their awareness of the needs of our students and inform them of appropriate action to be taken when delivering the curriculum. Teaching Assistants will support teaching staff as required to help ensure that all our students have equal access to the curriculum.

5 MONITORING, EVALUATION AND REVIEW

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

6 STATUTORY AND NON-STATUTORY GUIDANCE

- Equality and Human Rights Commission's Equality Act 2010 Technical Guidance Education and Schools - https://www.equalityhumanrights.com/equality/equality-act-2010/technical-guidance-schools-england

- Equality and Human Rights Commission's Equality Act 2010 Reasonable Adjustments for Disabled Pupils Technical Guidance - https://www.equalityhumanrights.com/sites/default/files/guidance-reasonable-adjustments-for-disabled-pupils-in-england_0.docx

- Equality and Human Rights Commission's Technical Guidance on the Public Sector Equality Duty – https://www.equalityhumanrights.com/guidance/public-sector-equality-duty/technical-guidance-public-sector-equality-duty-england-0

- https://www.equalityhumanrights.com/sites/default/files/guidance-reasonable-adjustments-for-disabled-pupils-in-england_0.docx

- Equality and Human Rights Commission's Good Practice guidance https://www.equalityhumanrights.com/guidance

7 USEFUL ORGANISATIONS

- Equality and Human Rights Commission – www.equalityhumanrights.com
- The Council for Disabled Children – www.councilfordisabledchildren.org.uk
- ACAS – www.acas.org.uk