

Bicester Technology Studio Disability Access Statement

Introduction

Bicester Technology Studio (BTS) is an inclusive organisation and is committed to the fair and equal treatment of all individuals regardless of disablement. The school welcomes applications from people with disabilities to join the school community as students and employees.

Aim

The aims of this statement are to ensure that:

- Applications for admission from all potential students are considered in line with the published admission arrangements
- Applications for employment are considered and assessed on the basis of the applicant's' aptitudes, abilities and qualifications
- Disabled employees and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the school
- The views of individual students or employees are taken into account at all times when their requirements are being assessed
- 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
- Employees working with disabled people, either as colleagues or as students, have appropriate information, support and training
- The school takes steps to enable employees and students who become disabled during their time at the school to continue in their chosen career or course of study as far as is practicable
- Disabled members of the public can fully participate in public events held within the school
- So far as is reasonably practicable, the school premises are accessible and safe for disabled people
- No disabled student or employee is treated less favourably as a result of their disability.

Operation

The Special Educational Needs & Disability Coordinator (SENDCo) is responsible for

ensuring that employees and parents/guardians are made aware of this policy and that the Disability Code of Practice, set out below, is followed. (Throughout this policy, the term “parents/guardians” means all those having parental responsibility for a child.)

The Principal and the Board of Governors will have overall responsibility for ensuring that this policy statement is implemented.

Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and employees with disabilities will be carefully planned and published. (please refer to the Emergency Evacuation Procedure)

Students

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:

- The content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it or
- The school would be unable to provide suitably trained employees or facilities to allow requirements of the National Curriculum to be met

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.

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.

Students with a disability, or who become disabled whilst studying at the school, will be given appropriate support from employees 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 SENDCo and an Individual Education Plan drawn up on an annual basis.

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/guardians will be made fully aware of the process for making special arrangements for assessment and examinations by the SENDCo.

Employees

Wherever practicable, the school will:

- Consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act (2010) and Disability Discrimination Act (2005)
- Ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications
- Ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Employees, who become disabled during their employment by the school, so far as is practicable, will continue to remain employed by the school subject to review by the Principal and the Board of Governors. This review will assess their ability to carry out the duties of their post. Help from related professional organisations may also 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.

The school will endeavour 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
- A reduction in hours
- Redeployment
- Premature retirement on grounds of incapacity
- Termination of employment.

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).

The school will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those employees who become disabled whilst employed.

The school will ensure that a programme of training is offered to employees to increase their awareness of students with disabilities 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 disabled students have equal access to the curriculum.

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of the school's Disability Access Statement at specified intervals.

Date created: April 2016

Date agreed: 29 April 2016

Date of Review: 31 August 2017