



Disability Policy

2016/17

This document should be considered with these other policies – Accessibility policy, SEN policy and SEN Report.

The definition of disability as set out in the Equality act and with reference the Children and Families Act 2014 and includes all children of compulsory school age and references any learning difficulty or disability, have defined as a disability any child if they have a ‘...physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Any long-term effect is that which is defined as ‘...a year or more’ and substantial as ‘...more than minor or trivial’.

We follow the Equality Act (2010) which sets out the legal obligations that schools have towards disabled children and young people with a disability. We do not directly or indirectly discriminate against, harass or victimise children with a disability. We make reasonable adjustment to ensure that children with a disability are not at a substantial disadvantage compared with their peers.

Children with such conditions do not necessarily have special educational needs, but there is a significant overlap between children and young people with a disability and those with special educational needs and both categories are included in this definition. At Sandwell Community School (SCS) we have a significant number of children who are defined as having special educational needs and a significant number with emotional, social and mental health needs. The needs of most will be met by giving them reasonable adjustments that form part of their day to day learning, such as adaption's to their environment, small class sizes, individual curriculum and pastoral support. These reasonable adjustments will also be given when examinations are given and therefore will make sure that no child with any disability will be at a disadvantage.

Access Arrangements

Every student where necessary in KS4 will be assessed for access arrangements. These are organised by the SENCo and processed by the Examination Officer. Training will be kept up to date for the administration of the assessments and will adhere to the Data Protection regulations. Any evidence they provide will form part of the 'normal way of working' that is collated through various other means such as monitoring records, behaviour records, pupil reviews, parent and pupil voice.

All staff are trained on an annual basis for exam invigilation duties and responsibilities; these follow the JCQ regulations, any changes within that year will be highlighted.

The provisions we give for reasonable adjustments are:

- Examinations rooms are provided on the ground floor and access for wheelchair use are given where needed, this also includes broken legs, arms or other
- All necessary equipment for access will be provided and will form part of the 'normal way of working'. These include any auxiliary aids to support visual disabilities enlarged writing literature, coloured overlays and other. Any other learning disabilities that require aids such as writing slopes or an appropriate word processor will be made available as and when required.
- If extra time, individual invigilation, rest breaks (no more than ten minutes), or a Reader is required all staff will be aware of these needs and follow the recommended procedures
- All permission will be sought for any adjustments needed for any long term illness or disability for example, home examination, special arrangement for travel, or other.

- Access to toilets are within easy reach
- All staff and children are aware of Fire evacuation procedures during examinations
- All invigilator or staff will be made aware of the individual health needs of and individual child and medication made available where necessary - the exams officer will be fully aware of any medical needs prior to its need.

Ratification:

T Lecointe

Acting Executive Head

Signed:.....

Date:

D Smith

Acting Executive Head

Signed:.....

Date:

J McBride:

Chair of Governing Body

Signed:.....

Date:

Implementation: 29 November 2016 (Academic year 2016/17)

Review Date: October 2017