

## DISABILITY EQUALITY POLICY

### AIM/PURPOSE

The Policy should enable the following to be achieved.

1. Improved achievement and progress for disabled students.
2. Increased participation of disabled students in all activities and areas of school life.
3. Improved access to the school for disabled adults and students.

### GENERAL PRINCIPLES

Trinity CE High School has high ambitions for its disabled pupils. We expect them to participate, achieve and make progress in school life.

We make all students, staff, parents/carers and visitors feel welcome and remove barriers to disabled people.

In order to meet legislation, Trinity has in place arrangements to support all students with medical conditions so that they have full access to education including school trips and physical education. In order to ensure this, we liaise with health and social care professionals, students and parents regarding students' needs. Individual health care plans are drawn up as appropriate and arrangements made to cater for students' care, management of absence and re-integration of students who have been absent because of their conditions or disabilities.

We are also committed to opportunities for all, and this is demonstrated by the way we:

- ◆ set appropriate learning challenges and targets for all students.
- ◆ are responsive to the diverse needs of students and staff.
- ◆ overcome potential barriers to learning and participation in all areas for individuals and groups of students.

### DISABILITY EQUALITY AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

This includes the following:

1. Carrying out an audit of the school student population.
2. Using information resulting from the disability audit.
3. Using existing data and admissions information to collate information on students with disabilities and medical needs.
4. Using information about students with statements who have disabilities and are to be admitted to school.
5. Collecting information on levels of attendance and exclusion for disabled students compared with non-disabled students.
6. Identifying barriers to attendance.
7. Identifying reasons for exclusions.
8. Revising data and admissions information systems.
9. Revising transition information.
10. Tracking progress and identifying targets for improved achievement for disabled students.
11. Comparing end of key stage 3 results and external exam results for disabled pupils.

12. Identifying areas of the curriculum to which disabled students may have limited access.
13. Identifying barriers to participation in school initiated activities, on and off-site, to which disabled students have limited access.
14. Auditing staff recruitment and retention criteria in order to identify barriers.
15. Supporting campaigns to develop positive attitudes towards disabled people.
16. Establishing links with local organisations for disabled people.

#### MONITORING AND EVALUATION

The actions taken to amend the school's practices on disability equality will be assessed through the following; the SENCO and the SEN Department advising the Deputy Head and Head.

The Policy will be monitored by the Governors' Personnel Committee and any changes ratified by the Full Governing Body.

*Revised in the school year 2015-2016*