

Disability Inclusion

Creative values the individuality of all students and is committed to giving each one every opportunity to achieve the highest standards. The expectations of all staff are high and students are encouraged to have a positive attitude and to achieve the best that they possibly can.

Creative aims to be inclusive and actively seeks to remove barriers to learning and participation, therefore equality of opportunity must be a reality for all our students and staff, including those who may be disabled.

This policy helps to ensure that School promotes the individuality and independence of all students, regardless of disability or impairment, gender, ethnicity, religion, attainment, age or background. The aims of our policy are:

- to actively seek to remove barriers to learning and participation
- to make equality of opportunity a reality for all our students and staff, including those who may be disabled
- to ensure that disabled and non-disabled students alike benefit from the education we provide
- not to treat a disabled student or staff member less favourably than a non-disabled student or member of staff simply because of their disability
- to treat disabled students and staff more favourably in order to achieve equal access for all
- to make all reasonable adjustments to ensure that a disabled student or member of staff is not placed at a disadvantage
- to do our best to anticipate the needs of a disabled student or member of staff before they join the school

The Disability Discrimination Act (DDA) of 1995 was designed to end discrimination against disabled people and to improve access in all areas of life. New duties were put in place in 2002.

The Special Educational Needs and Disability Act (SENDA) of 2002 provides that it is unlawful to discriminate against disabled students in admissions, exclusions, education and other associated services.

The Equalities Act 2010 strengthened the rights of disabled people in schools. Creative embraces the aims and values of this Act and strives to place disabled people to the forefront of our thinking so that they receive the opportunities for education and all experiences as other non-disabled people do.

The DDA states that 'a person has a disability if he or she has a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out day-to-day activities'. Physical impairments include sensory impairments (vision and hearing). Mental impairments include learning difficulties. Disability is not the same as additional needs; not all children who are defined as having a disability have additional needs, and vice versa.

PHYSICAL ENVIRONMENT and ACCESSIBILITY PLAN

We endeavour to improve provision for disabled students by developing the physical environment within the limits of the resources available.

We have an Accessibility Plan that covers the measures we are taking, to remove disabling barriers.

The Accessibility Plan is revised annually and contains relevant targets.

CURRICULUM and SUPPORT FOR STUDENTS

The curriculum we offer is accessible to all students. We aim to develop positive attitudes in all students, and to ensure their wellbeing by taking account of their varied needs. Disabilities and impairments can limit student access to the building, the curriculum, and to information, therefore every teacher will address the individual needs of each student.

Through our Equal Opportunities Policy the curriculum is designed to be relevant, appropriate and accessible to all irrespective of gender, race or disability.

Our teaching strategies enhance learning and participation. All lessons are fully inclusive. We use language that does not offend, and we make staff and students aware of the importance of language.

Reasonable adjustments to improve access to the curriculum will also include lesson organisation, the deployment of staff, timetabling and staff training. Many of the adjustments we make are dependent upon a student's individual needs. We draw upon all sources available and therefore parents/carers are asked to keep us informed about any relevant issues in order that we can work towards resolving them.

We liaise with specialists to support individual students.

STAFF

When advertising posts, interviewing applicants, or deciding on appointments, we follow all necessary procedures and do not discriminate against disabled persons.

Should a member of staff become disabled, we will make reasonable adjustments to that person's employment arrangements, including the premises, in order to enable them to continue in post. This will be done in consultation with the employee.

INFORMATION

Upon request information can be made available in alternative formats that are clear and user-friendly. This will include Braille, audiotape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

POLICY INTO PRACTICE

The Directors are the responsible body for the duty not to discriminate, they ensure that we meet these obligations, including implementing any new regulations, and ensure that we review the processes and procedures annually.

The Directors implement the school's disability inclusion policy on a day-to-day basis and ensures that all staff are aware of the details of the policy as it applies to them and also of their responsibilities to all students. All members of staff are fully committed to the policy of non-discrimination.

MONITORING

We have high expectations of all our students. We monitor a range of data to make sure that all students are making the best progress possible and that none are underachieving.