



## **Disability Policy**

### **Aim**

It is the overall aim of the International Academy to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies, and procedures are made accessible to students, staff members, and visitors who have disabilities, and to comply with our moral and legal responsibilities under local regulations.

**NB:** A person is defined as having a disability if 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 activity (Equality Act 2010).

### **Access to School**

The International Academy will make every reasonable adjustment to accommodate the needs of applicants, students, parents/guardians, visitors, and staff members who have disabilities.

There is a designated disabled parking bay in the front car park, with access to the ground floor levels available through the front double-doors (with a ramp) and playground.

Access between each floor is by stairwell only. The school has previously investigated the feasibility of installing a lift and/or stair lift, and was advised that neither was possible within the building's present structure.

### **Admissions**

Parents/guardians of prospective students must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil

its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school also expects all of its students to participate in sports, music, drama, trips, and expeditions as part of its ethos of inclusiveness, but must ensure that no student's education or safety is put at risk.

### **Existing Students**

The school recognizes that medical and psychological conditions can develop in existing students which may require adjustments to be made to the way in which the curriculum is delivered. Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem, or allergy affecting an existing student. Where appropriate, the Principal shall set up a consultation process so that interim measures can be put in place to support the student, and that longer-term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a student to continue at the school.

### **Learning Difficulties**

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a "special educational need." The school staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents/guardians will be notified if a screening test indicates that a student may have a learning difficulty. It will be the responsibility of the parent/guardian to arrange any formal assessments; the school can help with this process by recommending specialist help.

### **Withdrawal of a Student**

If, following the process of consultation and the making of all reasonable adjustments, it is the professional judgement of the Principal that the school cannot adequately provide for the student's disability or special educational needs, parents/guardians will be asked to withdraw the student. In such cases, every reasonable effort shall be made by the school to assist in finding a suitable placement in another school.

### **Prospective Staff Members**

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral, and contractual responsibilities to the prospective staff member, its students, and their parents/guardians.

## Existing Staff Members

The school recognizes that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Principal shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer-term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

## Reasonable Adjustments

The school will strive to make reasonable adjustments to support prospective and existing students, parents, and staff members. These adjustments may include, but are not limited to:

- **Physical Access:** Installing low-gradient ramps for easier access on the ground floor or allocating a ground-floor classroom.
- **Learning Support:** Providing specialised seating, assistive technology, or other relevant classroom resources and equipment.

## Determining Reasonable Adjustments

When considering what adjustments are reasonable, the school will take into account:

- **Cost and Feasibility:** The financial and practical implications of making alterations to the school building.
- **Financial Resources:** The school's budget and potential availability of external funding to support adjustments.
- **Staffing:** The necessary staffing resources to implement the adjustments effectively.
- **Health and Safety:** Ensuring the safety of all students, staff, and visitors.
- **Overall Interests:** Balancing the needs of students, staff, and visitors.

## Personal Information

All personal information regarding a student or staff member's disability will be treated with the strictest confidentiality and used only in accordance with the school's Data Protection Policy.

## Appendix 1 – Disability Access Plan

### One Year Plan - 20/6/2024 - 20/6/2025

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBLE
Ensure school policies reflect inclusive practice and procedure	- Review policies at least annually, ensuring they comply with the Equality Act 2010.	Ongoing	Principal, Senior Leadership Team
Access to curriculum	- All pupils to have appropriate access to all areas of the curriculum. - Identify pupils who may need adapted or additional provision and liaise with pre-school providers or educational establishments if transferring during a school year. - Purchase further Chromebooks for pupils to use at home and school. - Computer loan scheme.	Ongoing as need arises	Principal, Senior Leadership Team
Ensure that reasonable adjustments are made for pupils with disability, medical conditions or other access needs	- Ensure all pupils have access to the wider curriculum including trips and residential visits as well as extra-curricular provision. - Ensure all staff are trained to the correct level in order to provide appropriate care. - Identify training needs and implement training where necessary. - Liaise with external agencies. - Create personalised risk assessments and access plans for individual pupils.	Ongoing	Senior Leadership Team, All Staff
Ensure the Evacuation Procedures reflect and accommodate the needs of all staff and pupils	- Clear emergency evacuation procedures to be put in place and that staff are capable of carrying them out. - Safe evacuation in an emergency.	Ongoing	Senior Leadership Team, All Staff, Administrative Director