

Disability Policy

1. Purpose

The purpose of this policy is to demonstrate Hejaeya International School's commitment to complying with the Equality Act 2010 and to ensure that students and staff with disabilities are treated fairly, given equal opportunities, and provided with appropriate support to enable them to achieve their full potential.

2. Scope

This policy applies to all students, staff, and visitors to Hejaeya International School. It outlines the school's approach to promoting equality and inclusion for individuals with disabilities, ensuring compliance with the legal obligations under the Equality Act 2010.

3. Definition of Disability

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes a wide range of disabilities, such as:

- Physical disabilities (e.g., mobility impairments, sensory impairments)
- Learning disabilities (e.g., dyslexia, autism spectrum disorders)
- Mental health conditions
- Long-term health conditions (e.g., epilepsy, diabetes)

4. Legal Framework

This policy ensures compliance with the Equality Act 2010, which makes it unlawful for schools and employers to discriminate against individuals on the grounds of disability. It is illegal to:

- Discriminate against someone because of their disability.
- Harass someone with a disability.
- Fail to make reasonable adjustments to accommodate students or staff with disabilities.
- Treat a person less favorably than someone without a disability.

5. Commitment to Equality and Inclusion

Hejaeya International School is committed to providing an inclusive environment where individuals with disabilities can fully participate in school life. This includes providing:

- Equal access to education, extracurricular activities, and employment opportunities.
- Reasonable adjustments to ensure that students and staff with disabilities can fully participate in school activities.
- A positive and respectful school culture where all students and staff are treated with dignity and respect.

6. Reasonable Adjustments

Under the Equality Act 2010, the school has a duty to make reasonable adjustments for students and staff with disabilities to ensure that they are not disadvantaged. These adjustments may include:

- Modifying classroom layouts or providing assistive technologies for students with mobility or sensory impairments.
- Providing additional support, such as learning assistants or tailored teaching strategies for students with learning disabilities.
- Offering flexible working hours or modified duties for staff with health conditions or disabilities.
- Ensuring physical access to school buildings, including ramps, lifts, and accessible toilets.

7. Accessibility and Physical Environment

The school is committed to making reasonable changes to its physical environment to ensure accessibility for students and staff with disabilities. This may include:

- Ensuring classrooms and other facilities are wheelchair accessible.
- Providing appropriate seating and equipment to meet the needs of students with physical disabilities.
- Offering assistive technology for students with sensory or learning disabilities.
- Ensuring that the school's communication materials (e.g., letters, notices, websites) are accessible to individuals with visual impairments, such as providing information in large print or Braille if required.

8. Support and Services for Students with Disabilities

The school provides a range of support services for students with disabilities, including:

- Learning support teams that work with students to develop individualized learning plans.
- Access to specialized resources, such as software or tools for students with learning disabilities.
- Regular meetings between staff, parents, and students to discuss progress and ensure that appropriate adjustments are made.
- Counselling or mental health support for students facing psychological or emotional challenges.
- Providing a buddy system or peer support for students with disabilities to foster inclusion and friendship.

9. Staff Training and Awareness

The school will ensure that all staff receive regular training on disability awareness, including the requirements of the Equality Act 2010, and how to make reasonable adjustments for students and staff with disabilities. This includes:

- Understanding the rights of individuals with disabilities and their entitlements.
- Providing inclusive teaching and working practices.
- Ensuring staff are equipped to identify and address any barriers to participation for students and staff with disabilities.

10. Recruitment and Employment

The school is committed to ensuring that recruitment practices are inclusive and that disabled applicants are not unfairly disadvantaged. This includes:

- Making reasonable adjustments during the recruitment process, such as providing materials in accessible formats or allowing flexible interview times.
- Ensuring that staff with disabilities are provided with reasonable adjustments to support their work and career development.
- Promoting a culture of equality and respect where employees with disabilities are given the opportunity to succeed and progress.

11. Complaints and Grievances

If a student or staff member feels that they have been discriminated against or that their disability-related needs have not been met, they have the right to raise a complaint. The school has an established procedure for addressing complaints, and all concerns will be treated seriously and investigated in a fair and timely manner. If a resolution is not reached, the individual may appeal the decision.

12. Monitoring and Review

Hejaeya International School will regularly monitor and review this policy to ensure that it remains compliant with the Equality Act 2010 and continues to meet the needs of students and staff with disabilities. The policy will be reviewed annually, and feedback will be sought from students, parents, and staff to ensure its effectiveness.

Conclusion

Hejaeya International School is committed to creating an inclusive, accessible, and respectful environment for all students and staff, regardless of their disability status. We recognize that making reasonable adjustments and providing equal opportunities is essential for enabling all members of the school community to thrive and succeed.