

Woodthorpe J.I. School

Disability Equality Policy

RATIONALE

The following policy has been developed to address the needs of disabled pupils, staff, parents/carers and members of the school community who use the school facilities.

CONTEXT

'A person has a disability if he/she has a physical or mental impairment which has a substantial or long-term adverse effect on their ability to carry out normal day to day activities' (Disability discrimination Act 2005)

This covers the following categories:

- Mobility
- Physical coordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Inability to perceive risk or physical danger

The definition was amended under the 2005 Disability Amendment Act to

- Include all those with cancer or surviving cancer
- Include those with HIV or Multiple Sclerosis from the point of diagnosis
- Remove the requirement for mental impairment to be clinically well recognised.

There will be an overlap between those pupils with SEN and those with disabilities.

The Disability Discrimination Act (DDA) 1995 was amended with effect from December 2006 to place a duty on all public bodies to promote disability equality.

AIMS

Woodthorpe School aims to meet its general duty through:

- Promoting equality of opportunity between disabled persons and other people
- Eliminating discrimination that is unlawful under the Act
- Eliminating the harassment of disabled persons that is related to their disabilities
- Promoting positive attitudes towards disabled persons
- Encouraging participation by disabled persons in public life
- Taking account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

PRACTICE AND PROCEDURES

TEACHING AND LEARNING

Children with disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- Uses assessment techniques that reflect their individual needs and abilities.

REGISTER

In order to ensure the participation of disabled pupils, staff and parents in the evaluation and review of the scheme, a confidential disabled register will be kept by the Headteacher. Names will be included on this register only with the consent of the individual and will rely on self identification of

disability. This information will not be used for any purpose other than supporting the delivery of the Equality Scheme and Action Plan.

It will be formally reviewed every three years as part of the Curriculum Committee cycle of policy review.

EQUALITY SCHEME AND ACTION PLAN

We produce and publish an Equality Scheme and Action Plan.

MONITORING ARRANGEMENTS OF THE SCHEME

Evidence will be gathered and analysed on an annual basis as part of the school cycle of self evaluation on the following:

- Achievement at the end of each key stage by pupils with disability
- Recruitment, retention and CPD of disabled staff

MANAGEMENT OF THE SCHEME

This scheme is implemented and managed by the Headteacher. The Governing Body has responsibility for the oversight, review and update of this scheme.

REVIEW AND REVISION OF THE SCHEME

The scheme will be reviewed annually following consultation with disabled pupils, staff, parents and community members who use the school facilities. The outcome of the review will be available on request to the school.

ASSOCIATED POLICIES

Inclusion; Race Equality; Gender Equality; Equality Scheme and Action Plan; and Behaviour and Anti- bullying.

Signed:

Dated: 25 September 2014

Review: September 2017

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