

Disability Non-Discrimination Policy

School Policies
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2017

Disability Non-Discrimination Policy

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004 it is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access and we have formulated an Accessibility Plan. (see Appendix).

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we can ultimately fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

What is disability?

The Disability and Discrimination Act states that 'a person suffers from 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 or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday lives.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

- We will, as far as is physically possible, to ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability.
- We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

Removing barriers

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter. Our SENDCO has details of individual children that require support and makes this information available to all staff.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

The physical environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing setting-down and picking-up points, ramps, handrails and lifts;
- movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, sound-proofing/enhancement for pupils with impaired hearing, etc
- procure specialized furniture, as appropriate
- information and communication technology, by selecting appropriate hardware and software, and by using laptops;
- signage, by communicating in clear print.

The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

Our library, reading books and other resources contain positive images of people with disabilities.

The school regularly reviews the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

Many of the adjustments we make are dependent upon individual needs, and we are moving towards more personalised approaches. We try to ensure that Individual Education Plans are effective and manageable.

We seek and respond, when appropriate, to guidance from the parent/guardians and the children.

Information

When required, information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print. It may be also be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

We always take account of disabilities, be they the pupils' or their parent/guardians'. For example, communication with a parent/guardian who is visually impaired may need to be by telephone rather than by letter.

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the Local Authority procedures, and will not discriminate against age or disability.

Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired service. Integrated services should make this easier to manage in the future.

Health and Safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Policy into practice

The governing body is responsible for the school's duty not to discriminate.

A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

The headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of not discriminating against pupils, parent/guardians or staff with disabilities.

Parent/guardians are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

The headteacher implements the school's disability non-discrimination 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.

The headteacher reports to governors annually on matters regarding disability discrimination.

This policy will be reviewed at any time on a request from the governors, or at least once every two years.

Appendix

GALLEY HILL PRIMARY SCHOOL ACCESSIBILITY PLAN 2014 - 2017

The aim of this Plan is to improve access for pupils who may have a disability of some kind. A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. A school has a duty not to treat disabled pupils less favourably and to take steps to avoid putting disabled pupils at a substantial disadvantage. There are 3 strands to the planning duty: to increase the extent to which disabled pupils can participate in the school curriculum; to improve the physical environment of the school; to improve the delivery of information to disabled pupils. In order to compile this plan, the school conducted an audit of current accessibility and identified barriers to access or inclusion within our school. The Plan is reviewed and revised annually as part of our School Improvement Plan.

TIME	CURRICULUM	PREMISES	INFORMATION	SUCCESS CRITERIA	ANNUAL ACHIEVEMENTS
2014-2015 Short term	To continue our focus on self esteem and confidence building through the PSHE approach, including further staff training. To support Y6 SEN pupils during SATs.	To paint all step edges and rails in fluorescent paint.	To continue to ensure all documents for parent/guardians are clear, concise and easy to read.	A Buddy system in place for happier playtimes for everyone. ALL children able to access curriculum. Safer site for all pupils.	Buddy system well established, valued by children.
2015-2016 Medium term	Self esteem work to continue. To facilitate SEN pupils throughout the new part-build procedure.	To continue to press for the installation of ramps to both buildings. To extend external lighting, for safety.	To continue specific provision for individual needs. To ensure that each SEN child is fully considered in Visits planning.	A ramp has been installed to the front of the school allowing wheelchair users entry to the main building.	Provided with disabled parking space, dropped kerbs, 'safety' paving and a ramp to front of school. Completion of external lighting.

<p>2016 – 2017</p> <p>Longer term</p>	<p>Self esteem to continue. To further increase TA complement to extend support for all, including needs of all SEN pupils. To extend curriculum resources for SEN., Applying for Green Flag status to continue.</p>	<p>To provide a disabled toilet in Upper School. To extend the Nursery to provide floor space and a quiet area/room – as indicated in the new part build. Estimated start and finish December 2015 – July 2016.</p>	<p>To ensure that access to the whole curriculum continues to be provided for, for every child. To continue training in DDA and its needs for all staff. To continue to work very closely with and support all parent/guardians.</p>	<p>Children with Individual Health Care Plans continue to thrive. Staff expertise in SEN provision enhanced. Interactive whiteboards and Computing confidently used throughout the school.</p>	<p>Disabled toilet in upper school provided. Nursery floor space and quiet area/room available.</p>
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