

South Ascot Village School

Disability Non-Discrimination Policy

(To be read in conjunction with policies for Communications, Equal Opportunities, Health, Safety and Welfare, Inclusion, Special Educational Needs and our Accessibility Plan.)

1 Introduction

- 1.1 Our school's aims statement talks of valuing the individuality of all our children. We are committed to giving all 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 this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.2 From October 2010, The Equality Act replaced most of the previous Disability Discrimination Acts (DDA) of 1995 and 2005. However, the Disability Equality Duty enshrined in the DDAs continues to apply. The Act 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 (LAs) to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.
- 1.3 From 1st October 2004, it became unlawful to discriminate against people with disabilities by not enabling them to have full access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.
- 1.4 Our accessibility plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.
- 1.5 In the Equality Act 2010, disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.
- 1.6 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.
- 1.7 Disability is not the same as special educational needs; not all children with a disability have special educational needs, and vice versa.

2 Aims and objectives

- 2.1 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.
- 2.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- 2.3 We will not treat a pupil with a disability less favourably than others as a result of his/her disability.
- 2.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

- 2.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.
- 2.6 We welcome guidance and advice from the parents/carers of children with disabilities, and will endeavour to follow such advice wherever reasonable.

3 Removing barriers

- 3.1 The school must make reasonable adjustments to ensure that pupils, members of staff and of the public are not disadvantaged by any form of disability.
- 3.2 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.
- 3.3 Our accessibility plan covers the measures we have already taken, and plan to take in the future, to improve accessibility and equal opportunities in our school.

4 The physical environment

- 4.1 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, doors to accommodate wheelchairs and lifts;
 - movement around the building, for example by adaptations to signs, such as clear print, the use of symbols and improved colour schemes;
 - accommodation within the building, by providing toilets for the disabled, improved sound-proofing for pupils with impaired hearing, and medical rooms;
 - furniture, by procuring rise-and-fall tables, sinks and ovens;
 - information and communication technology, by selecting appropriate hardware and software, and by using minicomms;

5 The curriculum

- 5.1 We use a range of differentiated 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.
- 5.2 We use language that does not offend, and we make staff and pupils aware of the dangers of careless language and the impact which it can have on those with a disability.
- 5.3 Our library, reading books and other resources contain positive images of people with disabilities.
- 5.4 The school regularly reviews the way in which 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.
- 5.5 Many of the adjustments we make are dependent upon individual needs. Many needs can be met by personalising normal classroom practice. However, in some cases, specific individualised provision is necessary.

6 Information

- 6.1 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, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.
- 6.2 We always take account of disabilities, be they the pupils' or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

7 Staffing

- 7.1 When advertising posts, short-listing, interviewing or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.
- 7.2 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.
- 7.3 All members of staff, regardless of any disability, are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.
- 7.4 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 advice from the LA, and its services to support for sensory impairment, language and communication disorders, physical difficulty and medical conditions resulting in disability.

8 Health and safety

- 8.1 Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils.
- 8.2 The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

9 Policy into practice

- 9.1 The governing body is responsible for the school's duty not to discriminate.
- 9.2 A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.
- 9.3 The headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- 9.4 All members of staff are fully committed to the policy of not discriminating against pupils, parents/carers or staff with disabilities.
- 9.5 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

10 Monitoring and review

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils and groups of pupils, including any with disabilities, are making the best progress possible, and that no groups of pupils are underachieving. We also monitor data in relation to admissions, behaviour, exclusions and parental and pupil questionnaires to ensure equality of opportunity and provision.

- 10.1 The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those recommended nationally and locally.
- 10.2 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.
- 10.3 The headteacher reports to governors annually on matters regarding disability discrimination.
- 10.4 This policy will be reviewed at any time if requested by governors or at least every three years.

Signed:

Date: