

Disability Discrimination Policy at Moorlands Primary School



Anything is Possible!"

These words reflect our ambition, drive and belief that EVERYONE at Moorlands Primary School can fulfil their true potential in all aspects of their learning!

Introduction

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education.

Since September 2002, it has been unlawful for schools and Local education Authorities to discriminate against pupils or members of the school community with disabilities and the governing body has three key duties towards members of the school community who may have a disability:

- Not to treat less favourably because of their disability.
- To make reasonable adjustments to ensure that they are not at a disadvantage
- To plan to increase access to education for disabled pupils.

At The Moorlands Primary School 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 our children. The achievements, attitudes and well being of all of our children matter.

This policy helps to ensure that Moorlands Primary School promotes the individuality of all of our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

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

What is a disability?

'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'.

We recognise that disabled students are made up of the following groups: physical, medical, sensory, behavioural and pupils with learning difficulties. 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.

Dyslexia and dyscalculia are also forms of disability which can give rise to learning difficulties.

Aims and Objectives

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 or groups of pupils, or staff. This means that equality of opportunity must be a reality for all, and this of course includes any with disabilities. We will 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 or member of staff with a disability less favourably than others because of the nature of his/her disability. We will make all reasonable adjustments to ensure that a pupil, or member of staff, with disabilities are not placed at a disadvantage. We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

Removing Barriers.

The school must make reasonable adjustments to ensure that pupils and members of the school community 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, school may have to invest in a transmitter and microphone to ensure participation in class.

The Physical Environment

We will endeavour to improve provision for any disabled pupils or staff members by developing the physical environment of the school, within the limits of the resources available.

Where necessary, we will try to improve the following:

- Accommodation within the building to aid movement;
- Information and communication technology, by selecting appropriate hardware and software;
- Signage, by putting it in clear print; Toilet and washing facilities are provided in the disabled toilet;
- Ensure that children with dyslexic tendencies are accommodated and that worksheets are user friendly.

The Curriculum

We use teaching strategies to enhance learning and participation of all pupils within a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama.

Staff are made aware of pupils with disabilities by the Senior Management Team. When planning, teachers ensure that all pupils have equality of opportunity to access the curriculum. Different forms of communication (Visual timetables and Makaton signing) are used, where appropriate, in school.

All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children. Technology is used widely throughout the school, enabling all pupils to achieve success. Equipment currently used includes computers, talking books and audio equipment.

We plan our out-of-school activities and school trips in such a way that pupils with disabilities can where ever possible, participate. We use language that does not offend, and we make staff and pupils aware of the importance of language. We will ensure that reading books and other resources contain positive images of people with disabilities. Displays are used to promote learning in all areas, and will contain positive images.

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. Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. We seek and respond to guidance from the parents and the children.

Sport and Recreational Activities

- The School visits policy ensures equality for disabled pupils. Pupils with disabilities are named on risk assessments.
- Lunchtime Supervisors are employed to support pupils with disabilities at lunchtimes
- Classroom organisation e.g P.E lessons ensure disabled pupils are not treated less favourably.
- Arrangements/activities at Sports Days ensure full participation by pupils with disabilities.

- Alternative access is given to visitors coming to school concerts/assemblies if required.

Information

Information normally provided in writing (lesson content, texts, resources and information about school events) will be made available in alternative formats that are clear and user-friendly.

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

Staffing

When advertising a post, interviewing applicants or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the governing body will make reasonable adjustments in their working conditions or to the premises, in order to enable them to continue in post.

Health and Safety Members of staff must 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. 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 services. All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities. Parents and carers 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.

We monitor:

- Admissions;
- Exclusions
- Attainment
- Rewards and sanctions
- Parental and pupil questionnaires.

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up where necessary.

Monitoring and Review

The governing body has a named governor with responsibility for matters of SEND. It is the Head Teacher'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 Head Teacher will liaise with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The Governing Body delegate the day to day implementation and monitoring of this policy to the Headteacher who will ensure that staff are fully aware of the content of the policy. The policy will be made available to all the school community through the web site. Hard copies will be available on request.

The Headteacher will report any infringements to Governors. The policy will be reviewed at any time on a request from any stakeholder, or at least once every three years.

Reviewed: November 2017

Next Review: October 2020