

Warden Hill



Guiding us
step by step
into the future

Disability Equality Policy

Member(s) of staff responsible	Headteacher
Governor responsible	Chair of committee
Sub-Committee responsible	Business committee
Date agreed with staff	
Date discussed with pupils	
Date agreed at Sub-Committee	12/11/14
Date approved at Governing Body	January 2016
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Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	Jan 2008	Original Issue
2.0	Jan 2011	Reviewed, updated to be in line with current best practices
2.1	Jan 13	Reviewed
2.2	Nov 14	Reviewed
3.0	Jan 16	Reviewed, page numbers added

1. Statement of Vision and Values

This document relates directly to the key duties of the *SEN and Disability Act 2001* which extended the *Disability Discrimination Act 1995* to cover education. The key principles are:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This document also relates to the schools adherence to the three principles set out in the *National Curriculum Inclusion Statement*:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Warden Hill Primary School caters for pupils from FS2 through to KS2. It serves a catchment area and provides well for identified disabilities and provision for medical needs.

In accordance with the school's *Equal Opportunity Policy*, it is the schools aim to continue to include all pupils, regardless of their disability, in all areas of the curriculum and wherever possible taught in lessons alongside their peers. We also promote social inclusion for all our pupils.

The schools inclusive ethos is demonstrated by its mission.

2. Consultation

This document has been developed in consultation with the families/ carers of children with identified disability needs and the children themselves. Initial consultation was made by a survey of needs and views of all those in the school considered to have specific need. **A similar survey was conducted with the parents or principle carers of those pupils identified.**

Plans to consult disabled stakeholders on a more regular and direct basis are being considered and will form part of the schools action plan but as yet do not apply to our school.

For the purpose of this document, people with disabilities, as defined by the *Disability Discrimination Act 2005* are as follows:

- learning disabilities,
- mental health conditions,
- mobility impairments,
- blind and partially-sighted people,
- deaf and hearing-impaired people
- progressive long-term health conditions.

3. Equality of Opportunity

The School Curriculum

Where possible disabled pupils are fully involved in the normal school curriculum, this includes access to P.E and practical subjects for most disabled pupils. These pupils also have extensive support from support assistants and in some cases external agencies, such as speech and language, visual and hearing impairment services.

Participation in SAT's and the PESE is supported and appropriate arrangements requested in line with guidance to maximise access and achievement.

The School Environment

Due consideration of the needs of people with disabilities is given in the school's Health and safety policy and SDP and Accessibility plan.

Extra-Curricular and Social Activities

All pupils are encouraged to take part in extra-curricular activities and events. Pupils with disabilities take an active role in many of these activities of their choice.

Staff organising school visits and trips must give due consideration to the needs of pupils and give all pupils the opportunity to take part, as detailed in the schools Educational Visits policy. Mobility and medical concerns must be considered when any visit or trip is planned and appropriate provision made.

Due consideration of the needs of people with disabilities is given in the school's Health and safety policy and SDP and Accessibility plan.

4. Preventing Discrimination

In accordance with the SEN and Disability Act 2001 and the Disability Discrimination Act 1995, Warden Hill Primary School makes every effort not to discriminate against any student attending the school.

Access for all pupils to the curriculum, social activities and the school environment remove barriers to discrimination for those pupils with disabilities. Even when pupils are unable to access the normal curriculum, or social activities, alternatives are developed so that these pupils do not feel excluded.

Support is timetabled to meet the needs and disabilities of pupils and a practical approach given to the learning environment accommodating their needs.

The school also operates in accordance with the Disability Discrimination Act 1995 and the schools Equal Opportunity policy when recruiting staff, so as not to discriminate against the employment of adults with disabilities.

5. Preventing Harassment

Warden Hill Primary School makes every effort to eliminate harassment of any member of the school community. The school recognises that pupils with disabilities are particularly vulnerable to harassment and bullying from their peers.

Pastoral support in the school is provided to all children by all staff. The pastoral systems within the school operate procedures to deal with incidents of harassment and bullying, in accordance with the schools Anti Bullying policy, Teaching and Learning policy, Racial Equality policy and Child and Safeguarding Protection policy.

All incidents of harassment and bullying are treated seriously and the recipient is supported fully. Measures are instigated to prevent further occurrences of this kind of behaviour.

Support is also offered to the student(s) instigating harassment and bullying.

Harassment by staff, either directed towards pupils or other members of staff, is treated very seriously and will be investigated in accordance with the school disciplinary procedures and Staff Code of Conduct.

6. Promoting Positive Attitudes towards Disabilities

The promotion of a positive attitude towards people with disabilities is central to the schools inclusive ethos. Wherever possible the school promotes this attitude to all its stakeholders. All pupils with disabilities are members of a class and share lessons with non-disabled pupils. This inclusive ethos not only enhances the school experience for the disabled student, but also helps challenge discrimination and prejudice towards those pupils from their peers, creating a community that is caring and respectful towards all its members.

The PSHE and Citizenship curriculum and the national SEAL initiative are used to promote the understanding of disabilities in the school. There is also the intention to invite representatives from the wider community to present assemblies or talks to the children. Pupils engage in activities and discussions to enhance their understanding and consideration of those in society with disabilities and prolonged illnesses, and the discrimination they may face.

Staff working directly with pupils with disabilities, are given information and training on how best to support those pupils. For the more unusual or profound disabilities external specialists may be asked to advise and guide staff.

7. Participation in School Life

The inclusive ethos of the school encourages all pupils to participate in various aspects of school life.

The provision for access to the curriculum, social activities and school environment are detailed in section 3 (Equality of Opportunity).

School Policies and other Documents

Anti-Bullying

Attendance

Homework

Behaviour

Child Protection

Educational visits

Equal Opportunity

Health & Safety

Racial Equality

School Development Plan

Special Educational Needs

Staff Code of Conduct

Inclusion overview through ISQM.

Other Documents

SEN and Disability Act 2001

Disability Discrimination Act 1995

Disability Discrimination Act 2005

National Curriculum Inclusion Statement