

Disability Anti-Discrimination Policy

(See also Anti-Bullying Policy, Child Protection/Safeguarding, Equal Opportunities Policy, Health, Safety and Welfare; Inclusion Policy)

Nicholas Hawksmoor Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Nicholas Hawksmoor Primary School follows The Equality Act 2010, which provides a single, consolidated source of discrimination law and replaces the Disability Discrimination Act 2005, and use DfE non- statutory advice for schools on the Equality Act 2010 (March 2012).

Nicholas Hawksmoor Primary School when carrying out its functions, give due regard to the need to:

- Promote equality of opportunity between disabled people and other people, however a disabled person often must be treated more favourably than a person who is not disabled and we may have to make changes to our practices, as far as is reasonably possible so that a disabled person can benefit from what we offer to the same extent that a person without that disability can.
- Eliminate discrimination that is unlawful under the Equality Act 2010.
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

1 Introduction

1.1 Our school's mission statement talks of valuing the individuality of all of our children. 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 this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

At Nicholas Hawksmoor Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Nicholas Hawksmoor, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 The Equality Act 2010 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 Education Authorities 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 preventing them from having 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.

2 Definition of Disability

- 2.1 The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered disabilities, regardless of their effect.
- 2.2 The act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

3 Aims and Objectives

- 3.1 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.
- 3.2 We will ensure that pupils with disabilities have the same or more favourable opportunities as non-disabled pupils to benefit from the education our school provides.
- 3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.
- 3.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- 3.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before she/he joins the school.

4 Removing barriers

- 4.1 The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.
- 4.2 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.
- 4.3 The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

5 The physical environment

- 5.1 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 improve the following:
 - access to the school, by installing setting-down and picking-up points, ramps, handrails and lifts;
 - movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
 - accommodation within the building, e.g. providing toilets for disabled pupils, sound-systems 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;
 - signage, by putting it in clear print.

6 The curriculum

- 6.1 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.
- 6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.
- 6.3 Our library, reading books and other resources contain positive images of people with disabilities.
- 6.4 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.
- 6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable.
- 6.6 We seek and respond to guidance from the parents and the children through a variety of communications e.g. Drop-in Parent's Surgery, School Council, Parent Questionnaires, Pupil Questionnaires and Parent Governors.

7 Information

- 7.1 Information normally provided in writing (lesson content, texts, library resources and information about school events) may be available in alternative formats.
- 7.2 We always take account of disabilities, be they the pupils' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

8 Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

9 Staffing

9.1 Recruitment

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures and will not discriminate against people with disabilities. All of our advertisements show a commitment to equal opportunities.

All applicants are invited to complete a Monitoring of Recruitment and Selection Form which can help us to collect information on disability.

We are able to collect information on any disabilities of existing staff through the completion of the School Workforce Census. The school has an open approach but should a member of staff experience difficulties then they are encouraged to share their problem with the appropriate body.

9.2 Development

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 independent and Local Authority advice, and its provision through the Hearing Impaired and Visually Impaired services.

9.3 Retention

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.

10 Health and safety (see *Health, Safety and Welfare Policy*)

10.1 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.

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

11 Implementation of the policy

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

11.2 The governing body and all staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

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

11.4 All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

11.5 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

12 Monitoring/reporting

12.1 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.

12.2 We monitor and report on the following:

- Admissions.
- Attainment.
- Exclusions.
- Rewards and sanctions.
- Parental and pupil and staff questionnaires.
- School Workforce Census.
- Pupil Census.

12.3 Evaluations based on the above data are then reported to the governing body, and an action plan will be drawn up if necessary (*may include the involvement of disabled persons*).

13 Monitoring and review

- 13.1 It is the governing body's responsibility to keep informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governing body also liaises with external agencies and the Local Authority, to ensure that the school's procedures are in line with those of the Equality Act 2010.
- 13.2 The headteacher implements the school's disability 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.
- 13.3 The headteacher reports to governors annually on matters regarding disability discrimination.
- 13.4 This policy will be reviewed on an annual basis but may be reviewed sooner if required.

Signed: _____ Karen Falvey (Chair of Governors)

Date: _____ 23/10/2012