

Stanborough Primary School and Nursery
DISABILITY EQUALITY POLICY

1. Introduction

At Stanborough Primary School & Nursery, we work hard to ensure that the culture and ethos of the school is such that whatever the abilities and needs of its members, everyone is equally valued and respected. Respect is promoted as part of our values programme; we provide pupils with the opportunity to experience, understand and value diversity. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness and inclusion. We are proud of our inclusive ethos and strive to create a safe and caring environment in which all our pupils experience success and happiness.

2. Legislation

This policy relates to the following legislation:

Disability Discrimination Act 1995

SEN and Disability Act 2001 (SENDA)

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

Equality Act 2010

Children and Families Act 2014

Special Educational Needs and Disability (Detained Persons) Regulations 2015

3. Definition

The Equality Act 2010 defines disability as follows:

A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general, the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term and the long-term substantial adverse effects must affect normal day-to-day activities.

The definition of disability and may include those with:

- physical or mobility impairment
- visual impairments
- hearing impairments
- developmental difficulties such as, dyslexia, autistic spectrum disorders
- medical conditions
- mental health difficulties

4. Role of the Governing Body

Governors ensure:

- compliance with all relevant legislation connected to this policy
- that a member of staff is responsible for special educational needs and disabilities
- that the Headteacher is delegated the responsibility to ensure that all school personnel and stakeholders are aware of and comply with this policy
- that powers and responsibilities are delegated to the Equal Opportunities Committee which is made up of the Link Governor, Headteacher and the Inclusion Leader
- that the school provides all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils, taking into account learning styles

The Equality Act 2010 and SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to include education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

5. Role of the Headteacher

The Headteacher ensures that:

- an Inclusion Governor is nominated to visit the school, meet with the Headteacher and Inclusion Leader and annually report back to the Governing Body on the success of the policy
- the policy is maintained and updated

- the policy is made available to parents
- the School Council is involved in the development, approval, implementation and review of this policy
- the policy is implemented, monitored and evaluated
- s/he works closely with the Equal Opportunities Committee (Link Governor and Inclusion Leader)
- s/he devises a three year Accessibility Action Plan with Governors
- s/he annually reviews and adjusts the Accessibility Action Plan
- s/he organises ongoing awareness training for school personnel and governors in the matter of disability discrimination
- s/he annually reports to the Governing Body on the success and development of this policy
- s/he monitors the effectiveness of the policy by monitoring the:
 - physical environment
 - provision of information
 - delivery of the curriculum by: monitoring learning and teaching, planning and assessment and speaking with pupils, school personnel, parents and governors

5.1 Three Year Accessibility Plan

This duty requires schools to produce an Accessibility Plan that identifies the action the school intends to take over a three year period to increase access for those with disability in three key areas. (It is evaluated annually.) The three areas include:

- increasing the extent to which disabled pupils can participate in the school **curriculum**
- improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils **of information which is provided in writing** for pupils who are not disabled

6. The Role of the Disability (Inclusion) Leader

The Disability (Inclusion) Leader will:

- lead the development of this policy throughout the school
- liaise with school personnel to discuss what changes are needed to the physical environment of the school, to the provision of information and to the delivery of the curriculum
- work closely with the Headteacher and the nominated Governor
- provide guidance and support to all staff
- keep up to date with new developments and resources
- undertake risk assessments when required
- review and monitor the policy together with the Headteacher
- report to the Headteacher on the success and development of this policy

7. The Role of Teachers

Teachers will:

- comply with all aspects of this policy
- implement the school's equality policy
- liaise with the Inclusion manager or EYFS SEND to discuss any changes needed to provision
- report and deal with all incidents of discrimination
- maintain high standards in terms of the school values
- work in partnership with parents and keep them up to date with their child's progress

8. The Role of Pupils

Pupils will:

- be aware of and comply with the policy and school rules
- work in partnership with the School to implement the policy
- liaise with the School Council
- take part in questionnaires and surveys

9. The Role of Parents/Carers

Parents/Carers will:

- comply with this policy
- inform the school of their child's disability
- share their knowledge of their child's disability and how it affects the regular activities
- work in partnership with the school, for the benefit of the child

10. Accessibility Action Plan

The school will produce an Accessibility Action Plan every three years. The Equal Opportunities Committee will be instrumental in annually reviewing access to the environment, information and the curriculum and in identifying areas for improvement. This will ensure ongoing evaluation of provision and continuous removal of barriers that may potentially disadvantage pupils with disability.

10.1 Access to the Environment

- The school has three buildings on the premises. Two have purpose built ramps for wheelchair access. The main building is a single-storey building and again there is ramp access via the playground. A mobile ramp has also been purchased and is available for use as needed.
- The school has a disabled toilet on site.
- Lighting within the school is regularly checked and updated to ensure good visibility.
- Emergency exits are also well signposted and lit.
- Classrooms provide good acoustic conditions, being partly carpeted and partly tiled.
- The school has a dedicated room for SEND work.
- The school has a dedicated first aid room.

10.2 Access to Information

- The school will gather information on local services and signpost parents/carers to these as needed.
- The school will provide information of local workshops that individuals may find useful in supporting specific needs.
- The school communicates regularly in a fortnightly newsletter which is distributed via e-mail and hard copy.
- The school also sends out interim letters to provide information to specific classes/groups.
- The school has a website where up-to-date newsletters, school calendar, parent handbook, policies etc. can be accessed.
- The school has termly parent-teacher consultations and also operates an open-door policy.
- The school holds curriculum evenings at the start of the year (introductory evening) and at other times during the year, to inform/update regarding changes to the curriculum etc.
- The HSA organises events that parents and families can participate in.
- The school has two noticeboards in the school foyer and playground, where information is posted.
- The school has a display basket in the foyer, where leaflets and magazines offering a variety of information is made available.
- The school provides termly targets and an end of year reports, which inform parents of children's progress and achievement.
- On admission to school, information is gathered so that pupils can be supported from the outset.
- The school educates the children on anti-bullying (dedicated month in November) and through our Values Programme.

10.3 Access to the Curriculum

- SEND needs are taken into account when planning lessons.
- Risk assessments are completed for all trips and events.
- Work is differentiated by the class teacher, according to policy.
- Classroom Assistants are deployed (at the younger end of the school) to assist with specific needs.
- Inclusion provides additional support, according to resources (see Inclusion Policy).
- Staff work closely with specialists and parents to ensure a partnership approach in supporting the learner.
- Staff encourage peer tutoring and collaborative learning.
- Teachers utilise PSHE and circle time to educate children about the school values.
- The school's values programme permeates all aspects of school life and the children are taught via assemblies and lessons to respect differences and celebrate diversity.
- Alternatives to pen and paper recording are provided where necessary, utilising technology and the use of a scribe.
- Specialist arrangements are made for SATs.
- A range of assessment procedures may be used within lessons (such as audio-recording, role-play, drama, video and drawing) to ensure children are able to demonstrate their understanding and achievements.