DRAFT-Disability and Equality Policy

Disability and Equality Policy – An appendix to the Accessibility Plan

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) - Section 10

Applies to:

- Sacks Morasha Jewish Primary School.
- All staff (teaching and non-teaching), Governors and volunteers working in the school.

School Strategy:

The school strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

Availability

This policy is available on the school website and to parents on request from the school Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Governors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Disability Equality Policy

Compliance with the Special Educational Needs and Disability Act (SENDA)

Sacks Morasha Jewish Primary School is committed to Disability Equality and understands the need to embrace the spirit of the Disability Equality Duty detailed in the Disability Discrimination Act 2006 (DDA) and the Equality Act 2010. Through a positive approach we actively work towards disability equality, with our pupils, parents and staff. We note that the Duty is grounded in the Social Model of Disability and undertake to understand the implications of this and ensure it is embedded in the school culture and informs the way we apply the Duty. The school's ethos of and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society.

Definition of Disability

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities."

Our Aims and objectives for Disability Equality

Our key objective is to reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, prospective pupils and adult users with a disability.

Our aims and objectives reflect the requirements of the Duty and that is to have due regard to do the following:

- promote equality of opportunity between Disabled People and non-Disabled People;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of Disabled People that is related to their impairment;
- 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.

Principles

Compliance with the DDA is consistent with the school's operation of the school's SEN policy. The school recognises its duty under the DDA:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an Accessibility Plan.

In performing their duties, the school will have regard to the DRC Code of Practice (2002). The school recognises and values parents' knowledge of their child's disability and its effect on the child to carry out normal activities, and respects the parents' and child's right to confidentiality. The school will notify placing authorities, where this applies, of any extra aid required for pupils.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils in the light of their assessed needs; and endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum:

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

Accessibility for Disabled Pupils

At Sacks Morasha Jewish Primary School we have taken every step to ensure that staff, parents, pupils and visitors with a disability have the same access to our environment, education and other associated services as non-disabled people.

As far as resources allow, we ensure Disabled pupils have the same opportunities as non-disabled pupils in their access to education. We do not treat Disabled pupils less favourably for a reason related to their impairment. We will make reasonable adjustments for Disabled pupils, so that they are not at a substantial disadvantage. We do not discriminate against a Disabled pupil in relation to admissions to our school.

Admission to the school depends upon a prospective child meeting the required entrance criteria. The school must feel reasonably sure that it will be able to educate and develop the prospective child to the best of their potential and in line with the general standards achieved by the child's peers.

This is to ensure that there is every chance that the child will have a complete, happy and successful time at school and will grow into a well-rounded adult fully equipped with essential life skills.

Applications will be considered in line with the admission arrangements for all pupils. A child's disability will not prevent being offered a place and integrated into the school unless:

- the content, structure and delivery of the curriculum are such that the child would be prevented from fulfilling a major part of it;
- the school would be unable to provide suitably trained staff, facilities or resources to allow the requirements of our Curriculum to be met;

We have an on-going commitment to disability equality within our school and through a positive approach, actively work alongside the Governors, parents, staff and pupils of the school and engage with the local Disabled community to monitor and review our existing resources and continue to revise, enhance and improve accessibility for Disabled people. We will work towards:

- increasing the extent to which Disabled pupils can participate in the school curriculum and associated services;
- improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and the associated services offered by our school;
- improving the delivery to disabled pupils of information that is provided in writing to non-Disabled pupils by ensuring that a range of different formats and communication aids are used where necessary ensuring all information is accessible to everyone within our school.

What follows is the School Strategy:

- The strategy is available to interested parties on request
- The strategy can be inspected by OFSTED to ensure that responsibilities have been discharged in the preparation, revision and implementation of the strategy.
- The school strategy will be reviewed every three years
- The strategy makes provision for disabled pupils even though the school may not have any on roll – in this the school fulfils an anticipatory duty.

Definition (Disability)

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Reference to disabled people includes disabled pupils, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities.

The definition of disability covers a broad spectrum of impairments including:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple sclerosis
- Hearing or sight impairments
- Mobility difficulties
- People with mental health conditions or learning difficulties/disabilities.

Delivery of the curriculum

Sacks Morasha Jewish Primary School Staff will be provided continuous professional development in further making the curriculum accessible to all pupils. The school will seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Access to the Curriculum

It is vital that disabled pupils can access the curriculum. There should be:

- A communicative friendly environment;
- A team teaching approach;
- Support for individual medical needs.

Physical environment

The school will continue to take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Whilst we have excellent access, lighting, acoustic treatment and colour schemes, we will continue to ensure this standard is both maintained and built upon. To this end an accessibility plan has been produced.

Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Role of the Head teacher

This is of strategic importance here and includes:

- Observation of pupils for differentiation
- Scrutinising of planning
- Meeting with the Class Teacher to advise on strategies to support the needs of pupils with disabilities
- Participating in progress meetings relating to the needs of individual pupils.

Teaching and learning style

Through the combination of teacher and classroom assistants working together we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- promote attitudes and values that will challenge discriminatory behaviour;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that disabled pupils can participate in;
- take account of the performance of all pupils when planning for future learning and setting challenging targets and make best use of all available resources to support the learning of all groups of pupils.

In our school, we aim to tackle disability discrimination and promote equality of opportunity across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- Removing or minimizing barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- Actively tackling disability discrimination and promoting equality of opportunity through our School prospectus, newsletters to parents and displays of work and
- Making clear to our pupils what constitutes aggressive and discriminatory behaviour.

All our staff have a duty to work to this policy to ensure inclusion of pupils with disabilities. Wherever practicable the school will consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Disability Discrimination Act (2005). We will ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications and they are not disadvantage when renewal of fixed-term contracts are being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school at the discretion of the Governors. This is dependent on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

The school will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- Continuing in the same post;
- A gradual return to work;
- A reduction in hours;
- Redeployment;
- Premature retirement on grounds of incapacity;
- Termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s). The school will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

The school will ensure that a programme of training is offered to staff to increase their awareness of pupils with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled pupils have equal access to the curriculum.

Tackling Disability Harassment

Any incident of disability harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim;
- Reprimand the aggressor and inform the victim what action has been taken;
- If other pupils witness the incident, tell them why it is wrong;
- Report the incident to the Headteacher and inform her of the action taken;
- Inform the class teacher(s) of both the victim and the aggressor, then record what happened in a Behavior book (kept in the school office) and
- Inform both sets of parents, if appropriate.

The Elimination of Harassment / Promotion of Understanding

It is important to maintain a supportive environment and eliminate negative pressures that might impede the progress of a disabled child and damage self-esteem:

- Anti-bullying Policy regularly reviewed
- Regular assemblies, PSHEE lessons about our differences
- Education regarding types of disabilities and the needs of those individuals – among staff, pupils and the general community to encourage empathy.

Policy into practice

This policy will be included in Induction Meetings for staff, parents and pupils and added to the agenda of class meetings.

Policy impact

- We have a rolling programme for reviewing our school policies. We will regularly review the impact of our policies on the needs, entitlements and outcomes for pupils with a Disability. We will pay specific reference to the impact that our policies have on the attainment of pupils with a Disability.
- We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of pupils, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be.
- Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Reviewed: March 2017
Date of next review: March 2019