



St. Mary's Infant School Disability Non-Discrimination Policy

Introduction

Our school values the individuality of all our pupils, staff and parents. We endorse and accept the aims and objectives of the Disability Discrimination Act 1995 Part 4 (DDA) Code of Practice for schools.

This policy statement is not intended to replace statutory guidance for schools (Code of Practice for SEN) but rather to encapsulate the key features and practice required.

Our Accessibility Plan details the changes required to our building 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. The Accessibility Plan also covers the measures we have already taken, and are still taking, to improve our school. We will improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available.

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.

Aims

- 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;
- 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 with a disability less favourably than others because of the nature of his or her disability;
- We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage;
- We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

Reasonable adjustments

The school will make reasonable adjustments to ensure that pupils, members of staff and parents are not disadvantaged.

There are two exceptions to the reasonable adjustments that the school has to make:

- The provision of auxiliary aids or services
- Removal or alteration of physical features

A reasonable adjustment is defined as being 'any action that helps to alleviate a substantial disadvantage'. Examples may include:

- Adapting the curriculum, electronic or other materials, or the delivery of teaching;
- Providing additional services such as a sign language interpreter or materials in Braille;
- Training staff to work with disabled people and to provide appropriate adjustments;
- Providing information for all staff, including supply staff, working with the pupil;
- Ensuring that all staff understand the need for confidentiality.

Policy into Practice

The Disability Discrimination Act refers to the Governing Body as the 'responsible body'. The responsible body is liable for the actions of the school as a whole. A named governor and the Headteacher jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate. Our named governor is Clare Wolfe.

The Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception. All staff are committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents or carers are asked to keep the school informed about any relevant issues, so that we can work towards resolving them.

Health and Safety

Members of staff follow the school's 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.

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;
- Attainment;

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

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

Review

The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly review their processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the schools' procedures are in line with those of the LA.

The headteacher implements the school's disability non-discrimination policy on a day-to-day basis, and ensure that all staff are aware of the details of the policy as it applies to them.

The headteacher reports to governors annually on matters regarding disability discrimination.

This policy will be reviewed at any time on a request from the governors, or at least once every two years.