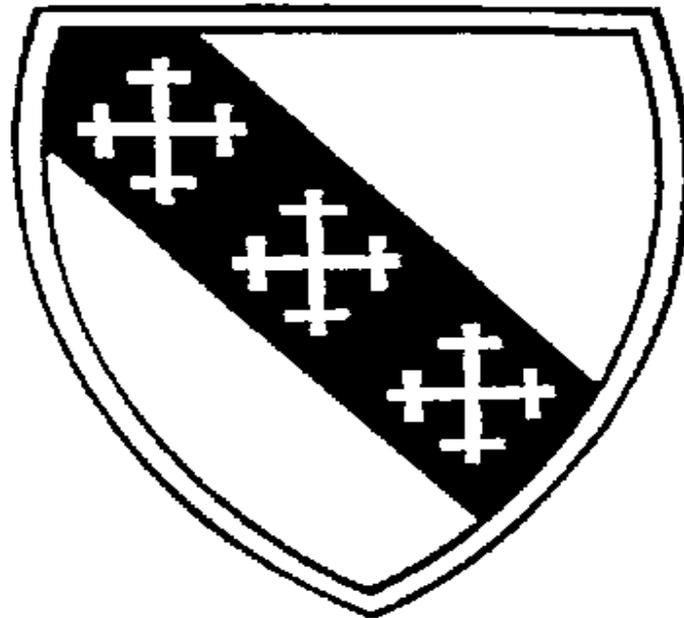


**Christ Church  
Charnock Richard  
Church of England  
Primary School**



**Disability Equity  
Policy & Practice**

Revised and Updated November 2014

# *'Learning and growing within a Christian community'*



In accordance with our Mission Statement,  
the school team prepares children for their future  
by helping them achieve their full potential  
in the school setting, as part of the Christian family and as members of the  
wider community.

We work successfully to:

- ◆ create an environment that is stimulating, welcoming and purposeful for all members of the school community.
- ◆ promote a Christian ethos
- ◆ enhance children's quality of learning through the delivery of a broad, balanced, relevant and creative curriculum, where each child is challenged to achieve his/her full potential
- ◆ provide a range of educational and social experiences, free from discrimination, appropriate to the age, ability & needs of our pupils
- ◆ encourage children to be tolerant, caring and respectful towards others, their community and the world around them
- ◆ value and celebrate the contribution stakeholders make to further improving standards in all areas of school life.
- ◆ promote, encourage and sustain the physical & emotional health and well-being of all members of the school community

## **Policy on Disability Discrimination**

### **Introduction**

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.

The Disability Discrimination Act (DDA) of 1995 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.

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.

We identified the following as the main focus of the Disability Accessibility Plan for disabled pupils, namely delivery of the curriculum, the physical environment of the school and provision of information in other formats. This focus resulted in changes to our buildings and to other aspects of our school removing barriers to inclusion for all pupils and staff with disabilities.

We prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum & accessibility of educational services, all of which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

### **What is disability?**

The Disability and Discrimination Act states that:

'A person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out 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 be effects on normal day-to-day activities' (Equality Act 2010). Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties.

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.

### **Aim**

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## **Removing barriers**

The school must make reasonable adjustments to ensure that pupils, members of staff and the general public are not disadvantaged.

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.

The Accessibility Plan covers the measures we have already identified and in some cases taken in previous years, and are still taking, to improve our school.

## **The physical environment**

We will endeavour to continue to improve provision for disabled pupils and staff by developing the physical environment of the school within the limits of the resources available. Where appropriate we will identify what needs to be taken into account to improve the physical environment of the school building:

- access to the school, by installing ramps, handrails and lifts (if appropriate);
- movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, sound-proofing 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;
- signage, by putting it in clear print.

## **The curriculum**

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.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

We try to ensure reading books and other resources contain positive images of people with disabilities.

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.

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.

We seek and respond to guidance from the parents/carers and the children.

## **Information**

When needed, information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

We always take account of disabilities, be they the pupils' or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

### **Staffing**

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.

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.

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: LEIS, physiotherapists, educational psychologists, speech therapists, doctors, the school nurse and social workers. We benefit from the LA's advice, and its provision through the Ethnic Minority Support Service and other services as needed.

### **Health and safety**

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. See Medicines in School Policy.

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

### **Policy into practice**

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

The governor's resources committee discharges the responsibility of ensuring that we meet our obligation not to discriminate.

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

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

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

### **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 body, and an action plan will be drawn up if necessary.

## **Monitoring and review**

The governing body's Resources Committee is responsible for matters of disability discrimination. It is this committee's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures.

The headteacher implements the school's Disability non-discrimination 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.

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

This policy should be read in conjunction with the following school policies:

Equal Opportunities, Race Equality, Education of Looked After Children, Child Protection, Special Educational Needs, Care & Control, Behaviour Management, Community Cohesion, Confidentiality and Inclusion

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

Updated September 2011

Reviewed and updated November 2014

Review due November 2016