

Disability Discrimination Act (DDA) Policy



March 2016

Signed on behalf of the Governing Body: _____

Date: _____

Review Date: March 2018

Introduction

At Gorse Hill Primary School we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the school community, **everyone** is equally valued and treated one another with respect. This Policy is in line with our Safeguarding Policy.

Our definition of disability is:

- 1. "A person suffers 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."**
- 2. "Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives."**

We recognise:

- Our duty under the Equality Act 2010, which superseded the Disability Discrimination Act (1995) as amended by the SENDA (2001)

"from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services."

Schools and LA's must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- That Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

These responsibilities will be taken into account when decisions are made concerning preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment arrangements, school discipline and sanctions, school clubs and activities, school trips; arrangements for working with other agencies and the preparation of pupils for the next phase of education.

Scope of the Plan

This plan covers the three main strands of the planning duty:

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

Disability audit conducted by SEN Governor and SENCO annually and as needed. The results will contribute to any plans for improvements.

The Head Teacher to meet with the LA Officer, responsible for equality of access, to ensure the suitability of any proposed plans. Ensure that all current regulations are met. This included steps, kerbs, entrances and exits including escape routes, toilet and washing facilities.

The Special Education Needs and Disability Co-ordinator ensures that any physical aids are identified to ensure access to the curriculum for any child with a disability. Physical aids to access education include: ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, writing slopes and portable aids for children with motor co-ordination and poor hand/eye skills, such as specialist pencils.

Disability audit completed by SENDCO to be reviewed by Head Teacher/Assistant Head Teacher/SENDSCO and SEND Governor.

The Buildings and Health and Safety Committee Governors conduct annual health and safety audits of the premises. The Site Manager conducts monitoring and evaluation activities of the site including accessibility. The resulting reports includes any aspects relating to equality of accessibility. The school purchases the Local Authority's Health and Safety SLA which includes an annual audit of the school's Health and Safety.

- Increase the extent to which disabled pupils can participate in the curriculum of the school.

The ethos of Gorse Hill Primary School is such that every effort is made to ensure that **all** pupils can participate in the school's curriculum. All pupils have equal access to the clubs on offer e.g. dance, gardening, art. Special arrangements are made to enable all children to participate in school trips and residential visits. Teaching Assistants are targeted to improve access to the curriculum for all pupils, with specific support allocated to those pupils with specific needs. These are detailed through documents such as: EHC Plans and Intimate Care Plans.