



DAUBENEV MIDDLE SCHOOL

**Disability
Non-Discrimination
Policy**

Disability Non-Discrimination Policy

Daubeney Middle School values the individuality of all our pupils. We are committed to giving all 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 irrespective of ethnicity, religion, attainment, age, disability, gender or background. We fully endorse and accept the aims and objectives of the Disability Discrimination Act (DDA) of 1995.

The Disability Discrimination Act aims to end the 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 1 October 2004 it has been unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with other public buildings our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan details the changes required to our buildings 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.

Definitions

- The Disability 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".
- 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. Government guidelines on what constitutes a disability are shown in Appendix 1.
- 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

- Daubeney Middle School aims to be an inclusive school in respect of pupils, staff, parents and visitors. 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 children with disabilities.
- We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education that our school provides.
- We will not treat a pupil with disabilities 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 endeavour to anticipate the needs of a pupil or staff member before he or she joins the school.

Removing Barriers

- The school must make reasonable adjustments to ensure that pupils and members of staff and of the 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 more severe cases, the teacher may wear a microphone and transmitter.
- The Accessibility Audit covers the measures that the school has already undertaken and the Accessibility Plan outlines the future work.

The Physical Environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary we will try to improve the following:

- colour schemes in classrooms may not be suitable for pupils with visual impairment
- classroom furniture may need to be re-organised for disabled pupils
- furniture – desks/tables may need adapting for wheel chair users
- existing disabled toilet in admin block needs refurbishing
- lift to Art room
- visual as well as auditory alarm system.

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.
- Our library, reading books and resources contain positive images of people with disabilities.
- The school regularly reviews the way 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.
- We seek, and respond to guidance from the parents and children.

Information

- Information usually 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 sign language.

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

Staffing

- When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow 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.
- The school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers and the staff of voluntary and statutory agencies. We benefit from the LA's advise, and its provision through such services as the Hearing Impaired advisory teachers.

Health and Safety

- Members of staff follow the school 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.

Policy into Practice

- The governing body is responsible for the school's duty not to discriminate.
- A named governor and a designated member of staff will jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.
- The Headteachers 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 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 will have a named governor with responsibility for matters of disability discrimination. It will be this governor'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 governor in question will also liaise with the LA and other external agencies, to ensure that the school's 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 ensures that all staff are aware of the details of the policy as it applies to them.
- The Headteacher reports to the 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.

The Governor(s) responsible is/are: _____

This policy was presented to the Governing Body: _____

Signed on behalf of the Governing Body: _____

Date for Review: _____

Guidance on Disability in Schools: Promoting Disability Equality in Schools

DDA Part 1: The definition of disability

The Disability and Discrimination Act (DDA) defines a disabled person as someone who has: 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'Physical impairment' includes sensory impairments
- 'Mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'Substantial' means 'more than minor or trivial'
- 'Long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
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Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

The definition covers a much larger group of people than is commonly thought. A report from the Cabinet Office suggests that about 772,000 children in the UK are disabled, equivalent to 7% of all children and about 11 million adults, equivalent to 24% of all adults. For children and young people in schools, there is a significant overlap between those who count as disabled under the DDA and those who have special educational needs as defined by the Education Act 1996. The definition of Special Educational Needs includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.