

Bowdon Church School Disability Non-Discrimination Policy

Introduction

The school promotes equality of opportunity and takes steps to meet the needs of disabled pupils, enabling them to participate in all areas of school life without discrimination or harassment by promoting positive attitudes towards them from all members of the school community.

Policies are already in place to protect the interests of disabled pupils and to ensure that there are opportunities to participate in all areas of the curriculum and in extra-curricular activities, (Appendix 1). This now needs to be extended to ensure that the needs of disabled staff, parents and other school users are recognised through consultation, monitoring and evaluation.

Schools are required to develop an Accessibility Plan. Our Accessibility Plan (incorporated into the School Improvement 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. 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.

Definitions

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'.

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.

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 in respect of pupils, staff, parents and visitors
- We actively seek to remove the barriers to learning and participation that disadvantage individual pupils or groups of pupils.
- We will work to ensure that all pupils have the same opportunities to benefit from a broad, balanced and relevant curriculum.
- We are determined that pupils with a disability will not in principle be treated less favourably as a result of their disability.

- We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not disadvantaged.
- We will endeavour to anticipate the needs of pupils, staff or parents before they join the school.

Reasonable Adjustments.

School already ensures that the needs of disabled pupils are met in many areas (appendix 2) but school needs to continue to make reasonable adjustments to ensure that pupils, staff and other school users with disabilities are not disadvantaged in the future. Examples of reasonable adjustment may include:

- Adaptation of physical environment
- Adaptation of curriculum, electronic or other materials or the delivery of teaching
- Training staff to work with disabled people and to provide reasonable adjustments
- Providing all staff, including supply staff, with necessary information relating to pupils
- Ensuring that all staff understand the need for confidentiality.

An action plan for future reasonable adjustments has been drawn up after consultation with pupils, staff, parents and other school users (appendix 3)

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.

Health and Safety

This school will liaise with specialists to support individual pupils. Among these specialists are the following: educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LEA's advice, and its provision through the Hearing Impaired and Visually Impaired services. 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 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.

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

The whole staff is 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.

Monitor and Review.

All related policies, practices, plans and procedures to be reviewed regularly and future priorities determined.

Admissions, attendance, exclusions and attainment will be monitored.

Impact assessed by consultation with all parties.

Results to be shared with governing body.

Scheme to be made available on school website or on request.

This policy to be reviewed in Autumn 2010.

Appendix 1: Policies

Special Educational Needs Policy
Race Equality Policy
Health and Safety Policy
Anti- bullying Policy

Appendix 2: Resources in place

- Software and other resources for those with learning difficulties.
- High level of TA support to aid children with learning difficulties
- Good channels of communication with outside agencies e.g, Educational psychologist, Speech and Language Therapists, SEN consultants
- Policies in place e.g. Bullying, Race Equality, SEN etc.
- School Council- giving children opportunities to raise issues.
- PALS- Playground Leadership scheme- all given opportunity to participate in Y6-lead activities
- Extra-curricular activities including sport, music art and drama, open to all pupils
- Before and after school care available for all pupils
- Liaison with Pictor School
- School trips, including residential visits in Y5 and Y6, offered to all. TA accompanies children with disabilities
- Playground has different zones for different activities, including quiet area

Appendix 3: Action Plan

- See Accessibility Plan(attached)
- Write Intimate Care Policy (MH Spring 2008)
- Introduce Managing Medicines in School proforma (MH Spring 2008)
- Ensure children with disabilities given appropriate support in external examinations
- Trafford consultants to be involved if risk assessments needed in future to accommodate children with disabilities
- To look into possibilities of extending facilities for staff well-being
- List of children and staff with disabilities to be updated regularly

NB It must be recognised that action priorities may change if disabilities of school population alter.