



Wychwood School

DISABILITY INCLUSION POLICY

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Review: November 2017

Date of Next Review: November 2019

Definitions

Disability

According to the Disability Discrimination Act 1995 and the Equality Act 2010 a person has a disability if he/she has a physical or mental impairment which, substantially and in the long term, adversely affects the person's normal day-to-day activities. This applies to members of staff and pupils.

Unlawful Discrimination

It is unlawful to treat a disabled person less favourably for a reason related to his/her disability than a person who does not have a disability, without justification.

Rationale

Staff: The School values each member of staff for their contribution to the School and will seek to ensure that no member of staff is disadvantaged by reason of his/her disability.

Pupils: The School values the full range of its pupils and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils, while bearing in mind the interests of other pupils and the School as a whole.

Aims

Staff: The School aims, within the constraints of resources available, to ensure that no member of staff is less favourably treated in the School's procedures and practices in respect of: recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

Pupils: The School aims, within the constraints of resources, to enable each pupil to fulfil her potential, within an educational programme that has development of the whole person at its core.

The School aims to fulfil the requirements of the legislation to make 'reasonable adjustments'.

The School will examine each disability case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

Responsibilities

The Head is responsible for:

Staff:

- identifying and liaising with staff who have a disability.
- identifying where adjustments can be made, and reporting to the Board those that cannot be made within the allocated resources.
- implementing and maintaining procedures that identify and eliminate areas of possible 'less favourable treatment' for disabled staff.

Pupils:

- identifying (in consultation with the LEA and others as appropriate) pupils who have disabilities.
- ensuring that non-discriminatory practices are developed.
- identifying where 'reasonable adjustments' can be made.
- training all staff in their responsibilities towards disabled pupils.
- delegating responsibilities and tasks to other staff as appropriate.
- liaison with parents and any agencies as necessary.

All staff are responsible for knowing their responsibilities towards pupils with disabilities and for taking appropriate action.

Action

The school has an Accessibility Plan which will be reviewed annually.

Regular liaison with parents of disabled pupils takes place.

Premises

The School recognises that through the provisions of the Special Educational Needs and Disability Discrimination Act (SENDDA) it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations to the buildings'. However, to meet its obligations, the School will ensure that the needs of disabled staff and pupils are fully considered in any strategic planning for the development of the school site.

The School will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a pupil with a disability to have access to the full teaching and learning of the School.

The School will bear in mind health and safety requirements and the interests of other pupils in all the above considerations.

Discrimination in Admissions

The Head will ensure that disabled pupils are not discriminated against:

- through the criteria for admission to the School.
- by refusing, or deliberately not accepting, an application from a disabled person for admission to the School.

Action on Transfer into the School

At transfer to the School, additional liaison time is allocated for disabled pupils and their families to ensure that the pupil's educational needs and Wychwood's requirements are fully understood by staff at the feeder school, parents, and pupil, and to ensure that the transfer process is effective.

Teaching

Staff: The development needs of disabled staff will be discussed with the member of staff on a regular basis. Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs. Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.

Within the constraints of financial resources the school aims to make adjustments to the premises to enable the member of staff to teach effectively.

Pupils: In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no pupil is excluded from learning.

Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled pupils.

Staff Training

Regular staff training will be undertaken regarding the needs for learning of particular disabled pupils.

Support staff working with disabled members of staff and pupils will be given relevant training.

Liaison with Parents

The School will continue to ensure close liaison with families of all pupils with disability. Whenever appropriate, information sent home is provided in different formats to take account of disability.

Monitoring and Review

Staff: Procedures are in place for all staff including disabled staff to discuss problems and needs with relevant senior staff.

Pupils: The School will monitor separately the progress, attainment and exclusions of pupils with disability.

Incidents involving pupils with disability will be monitored through staff meetings and Council, and any overt or unintended discrimination will be identified, reported, and dealt with by senior staff.