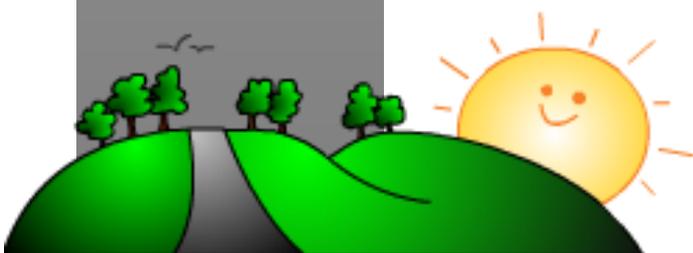


Disability Discrimination Act Compliance Policy

January 2015



**Eaton Valley
Primary School**

1. Statement of Vision and Values

This document relates directly to the key duties of the SEN *and Disability Act 2001* which extended the *Disability Discrimination Act 1995* to cover education. The key principles are:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This document also relates to the schools adherence to the three principles set out in the *National Curriculum Inclusion Statement*:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In accordance with the school's *Equal Opportunity Policy*, it is the schools aim to continue to include all pupils, regardless of their disability, in all areas of the curriculum and wherever possible taught in lessons alongside their peers. We also promote social inclusion for all our pupils.

2. Consultation

This document has been developed in consultation with the SEND co-ordinator and senior leaders. Also through the analysis of the Disability Discrimination Act 1995 and Disability Act 2001

For the purpose of this document, people with disabilities, as defined by the *Disability Discrimination Act 2005* are as follows:

- learning disabilities,
- mental health conditions,
- mobility impairments,
- blind and partially-sighted people,
- deaf and hearing-impaired people
- progressive long-term health conditions.

3. Equality of Opportunity

The School Curriculum

Where possible disabled pupils are fully involved in the normal school curriculum, this includes access to P.E and practical subjects for disabled pupils. These pupils also have extensive support from support assistants and in some cases external agencies, such as speech and language, visual and hearing impairment services.

Participation in SATs is supported and appropriate arrangements requested in line with guidance to maximise access and achievement.

The School Environment

Eaton Valley Primary school is on one level allowing access for all pupils from various entry points. All doors comply for disability access.

There are members of staff dedicated to supporting children e.g speech and language. The school has a designated parking area which has direct access to the main school entrance and the school grounds. There are accessible indoor toilet doors with wheelchair access. Due consideration of the needs of people with disabilities is given in the school's Health and Safety policy and Accessibility plan.

Extra-Curricular and Social Activities

All pupils are encouraged to take part in extra-curricular activities and events. Pupils with disabilities take an active role in many of these activities of their choice.

Staff organising school visits and trips must give due consideration to the needs of pupils and give all pupils the opportunity to take part, as detailed in the school's Educational Visits policy. Mobility and medical concerns must be considered when any visit or trip is planned and appropriate provision made.

Due consideration of the needs of people with disabilities is given in the school's Health and safety policy and Accessibility plan.

4. Preventing Discrimination

In accordance with the SEN and Disability Act 2001 and the Disability Discrimination Act 1995, Eaton Valley Primary School makes every effort not to discriminate against any pupil attending the school.

The curriculum and school environment is accessible to all pupils. Even when pupils are unable to access the normal curriculum, or social activities, alternatives are developed so that these pupils do not feel excluded.

Support is timetabled to meet the needs and disabilities of pupils and a practical approach given to the learning environment accommodating their needs.

The school also operates in accordance with the Disability Discrimination Act 1995 and the schools Equal Opportunity policy when recruiting staff, so as not to discriminate against the employment of adults with disabilities.

5. Preventing Harassment

Eaton Valley Primary School makes every effort to eliminate harassment of any member of the school community. The school recognises that pupils with disabilities are particularly vulnerable to harassment and bullying from their peers.

Pastoral support in the school is provided to all children by all staff. The pastoral systems within the school operate procedures to deal with incidents of harassment and bullying, in accordance with the schools Anti Bullying policy, Behaviour for Learning policy Racial Equality policy and Safeguarding policy.

All incidents of harassment and bullying are treated seriously and the recipient is supported fully. Measures are instigated to prevent further occurrences of this kind of behaviour. Support is also offered to the pupil(s) instigating harassment and bullying .

Harassment by staff, either directed towards pupils or other members of staff, is treated very seriously and will be investigated in accordance with the school disciplinary procedures and Staff Code of Conduct.

6. Promoting Positive Attitudes towards Disabilities

The promotion of a positive attitude towards people with disabilities is central to the schools inclusive ethos. Wherever possible the school promotes this attitude to all its stakeholders.

All pupils with disabilities are members of a class and share lessons with non-disabled pupils. This inclusive ethos not only enhances the school experience for the disabled student, but also helps challenge discrimination and prejudice towards those pupils from their peers, creating a community that is caring and respectful towards all its members.

The PSHE and Citizenship curriculum and the national SEAL initiative are used to promote the understanding of disabilities in the school. There is also the intention to invite representatives from the wider community to present assemblies or talks to the children. Pupils engage in activities and discussions to enhance their understanding and consideration of those in society with disabilities and prolonged illnesses, and the discrimination they may face.

Staff working directly with pupils with disabilities, are given information and training on how best to support those pupils. For the more unusual or profound disabilities external specialists maybe be asked to advise and guide staff.

7. Participation in School Life

The inclusive ethos of the school encourages all pupils to participate in various aspects of school life.

The provision for access to the curriculum, social activities and school environment are detailed in section 3 (Equality of Opportunity).

Next review date: January 2018 or sooner whichever is appropriate

Signed

A handwritten signature in black ink, appearing to read 'Andrew Smith', written in a cursive style.

Andrew Smith

Chair of Governors