



## Disability Discrimination Act (DDA) Policy and Plan

### Introduction

At Hester's Way Primary School, our vision is to **Aspire, Believe, Care and Achieve**. 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 treat 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- Our duty under the Equality Act 2010, which superseded the Disability Discrimination Act (1995) as amended by the SENDA (2001)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 SEND Governor and SENDCO annually and then 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, Deputy Head/SENDCO and SEND Governor.

Health and Safety governor and the school Health and Safety Officer conduct termly health and safety audits of the premises. The resulting report includes any aspects relating to equality of accessibility.

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

The ethos of Hester's Way 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. Teachers 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 in plans such as My Plans and Intimate Care Plans.

- Improving the delivery of information to pupils and parents/carers with disabilities. Teaching staff, including Teacher Assistants, endeavour to utilise a range of teaching styles to enable all children to access the curriculum more effectively.

Information for pupils can be provided in specific formats in response to individual needs, such as Braille or enlarged print. Specific equipment is utilised to support these needs.

Information for parents/carers such as newsletters, handouts, pupil's reports and the School Prospectus can be provided in large print format on request. With advanced notice Braille versions of written information and signing of oral presentations can be provided, with support from the LA.

## **Aims**

As a school, we aim to teach our children important learning skills through our values: **Perseverance, Confidence, Resilience, Determination, Pride and Independence.**

Hester's Way Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the curriculum including P.E, music and drama.
- Planning out-of-school activities including school trips and excursions so that pupils with disabilities can participate.
- Devising teaching strategies which will remove all barriers to learning and participation for pupils with disabilities.
- Applying admissions policy and criteria which does not discriminate against pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- By providing written information for pupils with disabilities in a form which is user friendly.
- Devising teaching strategies which remove barriers to learning and increase participation for pupils with disabilities.
- By examining our reading resources to ensure that there are examples of positive images of disabled people.

## **Other related school policies**

Equality for disabled pupils is supported by the school's other policies including:

- Any Teaching and Learning policies
- Equal Opportunities
- Behaviour
- Admissions
- SEND
- Exclusions
- Guidance for Educational Visits
- Raising Achievement Plan (RAP)
- School Asset Management Plan
- Safeguarding Policies

**Actions to ensure equality for pupils with disabilities:**

1. Our provision is reviewed on an annual basis and all improvements are driven via the Raising Achievement Plan and Subject Leader Plans.
2. Make the policy and targets known to all staff and parents/carers, and make available via the school website.
3. Awareness that future pupils with disabilities may require specific accessibility strategies to meet their specific needs.

**Monitoring**

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged.

We will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- SEND Register
- Selection and recruitment of staff
- Governing Board representation

**SENDCO:** Mel Richards

**Head Teacher:** Kirsti Ashman

**Date last reviewed:** February 2020

**Review Date:** Every 2 years – responsibility delegated to the Head Teacher; or when needing to be updated.

Ratified by the Governing Board, signed by: \_\_\_\_\_ on \_\_\_\_\_.

**Hester's Way Primary School DDA Development Plan Action Plan 2020- 2021**

Priority: DISABILITY AND ACCESS

Leader: SENDCO

Linked Governor(s): SEND Governor (Jon Glover) and Health and Safety Governor (Pippa O'Connell)

Target: *(What will be different in the school if the target is achieved?)*

To increase the extent to which pupils and people with disability can participate in school life.

Success Criteria: *(How will success be measured?)*

Everyone, including disabled children and adults, will find the school more easily accessible and can be included in every aspect of the life of the school.

Evaluation due: February 2021 led by: SENDCO, SLT & Gov

Reporting to: Kirsti Ashman (HT)

Precise Action	Led by? Team?	Month Started?	Expected Impact <i>(What difference will the actions make?)</i>	Monitoring: Who? When? How? Reporting to? <i>(Are we doing what we said we would do?)</i>	Resources Cost? Source? Time?	Month Finished?	Success Criteria of Action.
INFORMATION DDA review and action plan	SENDCO with Governing Board	Feb 20	All staff and stake holders to be aware of action plan and involved in meeting targets  Governors have a working knowledge of DDA.	Headteacher SLT Governor	£0	Ongoing year plan 2020-21	Policy reviewed
INFORMATION To learn and keep up to date with new initiatives and statutory requirements to aid effective support for vulnerable children with specific regard to DDA.	Head teacher SLT SENCO Governor	20-21	SENDCo to keep up to date with legislation for SEND; Attend meetings for update on service; Provide reports for professionals when necessary; Continue to promote positive partnership work including parent voice.	Headteacher SLT SENCO Governor	Training budget  Access to new documentation  Opportunity to attend training updates for new initiatives and changes to service.	Ongoing year plan 2020-21	Familiarity with protocols to ensure support for vulnerable children is sustained.
PEEPS – a Personal Evacuation and Escape Plan to be written for all children with a recognised disability including physical and others such as autism and dyslexia.	SENDCO Governor	As needed	All children and staff will have an awareness of how to exit the building safely	SENDCo H & S governor Ongoing	£0 Unknown – example from internet. ½ day	As needed	PEEP written and in place-children feel secure.

ACCESS TO THE CURRICULUM To continue to ensure staff are appropriately trained to meet the needs of all pupils.	SENDCO Governor	Review termly – RAP; SEND info	SENDCO identifies training for staff expertise, utilising advisors and support services. Trained staff share information with rest of team	Headteacher SLT SENDCO Governor	Cost dependent on training need	Ongoing staff development	Review termly to ensure needs are met
ATTITUDES To promote positive attitudes to disability including celebrating diversity.	SENDCo SLT Head teacher	British Values; Regular assemblies	Celebration of diversity and difference through PHSE. Implementation of anti-bullying/hate policy. Representations of people with disabilities are included in signs and displays to promote equality and diversity.	Headteacher SLT SENDCO Governor	£0	Ongoing	Promote and cultivate a wholly inclusive school ethos
STAFF Promoting equality of opportunity for staff including recruitment process	Head teacher Governor	As needed	Encourage disclosure of disability. Performance management process. Ensuring disability will not disbar the right candidate from getting a job. Ensuring anti-discrimination is part of our ethos.	Headteacher SLT Governor	£0	Ongoing Staff development	Promotion of equal opportunity for all staff