



Primary School & Nursery
Making A Difference

Boroughbridge Primary School & Nursery
Disability & Equal opportunities Policy

Introduction

Boroughbridge Primary School & Nursery welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This policy sets out the steps the governing body takes to improve the outcome for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At Boroughbridge Primary School & Nursery, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment. This school

uses the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

The school’s inclusion manager/ SEN coordinator and Premises Committee approve policy and make recommendations on the admissions, employment and needs of disabled people within Boroughbridge Primary School & Nursery. It submits an annual report to the Governing Body. They also have a remit for the development, approval and monitoring of all equality policies including disability.

Definition of Disability

The Disability Discrimination Act 1995 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’. According to the Disability Discrimination Act, an impairment is to be treated as affecting the person’s ability to carry out normal day-to-day activities, only if it affects 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”; although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact



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on their day-to-day activities.

Boroughbridge Primary School & Nursery recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme.

We have identified and consulted our disabled pupils, parents, governors and other visitors from the local community to identify the school's priorities for improvement. We have worked these into the Access Plan.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PSHCE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our Governing Body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

Terminology, imagery and disability equality

- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in

displays, resources etc.

- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- Boroughbridge Primary School & Nursery encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Working with disabled parents/carers

- Boroughbridge Primary School & Nursery recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in rooms that are accessible.
- When a child starts at the school we ask the parents/carers about their access needs and that we will send notes/newsletters home in the required format e.g. audio tape, large print etc.

Disability equality and trips or out of school activities

- Boroughbridge Primary School & Nursery tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all Year 3 / 4 children to Beverley Park and Year 6 children to Holy Island and provide additional TA support for individual children as required.
- All children are welcome at our after school activities.

Role of SENCo/ inclusion/ pupil premium manager

They are responsible for:

- listening and responding to the voice of the child
- supporting with the implementation of Individual Provision Maps (IPMs) for our disabled children
- organising annual reviews
- supporting children, parents and staff in working towards inclusion for pupils with disabilities in all aspects of school life.
- ensuring health and safety procedures are in place
- liaising with outside agencies
- providing ongoing 'In Service' training for all staff This may also involve observing or working alongside a colleague, visiting therapists or health professionals.
- providing up to date reports and information to relevant agencies (e.g. Headteacher, governors, LEA, OFSTED)

Monitoring and Evaluating

It is the role of the whole school community to ensure the systems and procedures in place for our disabled children are followed and adequately monitored. This could be through:

- regularly reviewing practices (termly) and policy (annually)
- providing ongoing feedback to respective agencies (e.g. therapists, SENCo, school nurse etc)
- ensuring a full commitment to inclusion/equal opportunities

Our Statutory Duties

These are based on the Disability Discrimination Act 2005, the Disability Equality Duty and The SEN and Disability Act 2001, which stress the importance of delivering:

'.....comprehensive enforceable civil rights for disabled pupils and students'



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From September 2002, schools and LEAs must:

1. not treat disabled pupils less favourably, without justification, for a reason which relates to their disability. This is outlined in the Disability Equality Scheme which will become statutory from Dec 2007.
2. make reasonable steps to ensure disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled (but there is no duty to remove or alter physical features or provide auxiliary aids or services)
3. plan strategically for and make progress in improving the physical environment of schools for disabled children, increasing disabled pupils' participation in the curriculum and improving ways in which written information is provided to disabled pupils. The details of this can be found in the school's Access Plan.

The school Access Plan

The school has a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.



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Reporting

Governors will review this Disability & equal opportunities policy annually. We will report annually on the progress we make on promoting equality of opportunity for disabled people.

Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process.

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Review: November 2018