

# Maple Infants' School

## **Disability Policy**

G.K. Wong, May 2014

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## Section 1 - Introduction

This document was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001. In October 2010 The Equality Act came into force to provide a single legal framework to tackle disadvantage and discrimination. It carries forward the protection provided for by the DDA and extends it in areas such as indirect discrimination, harassment and recruitment.

This document is drawn on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFES in July 2002 and Schedule 10 of the Equality Act 2010 “Accessibility for disabled pupils”.

It should be read in conjunction with all other policy documents relating to the treatment and conduct of staff and pupils across the school such as the Equality Policy and SEN Policy.

## Section 2 - Definition of Disability

Disability is defined both by the Disability Discrimination Act 1995 and The Equality Act 2010 as:

*“A person has a disability if he or she has 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.”*

The definition includes sensory impairments, learning impairments, dyslexia, diabetes, epilepsy, ADHD, severe allergies and major illnesses.

## Section 3 - Key Policy Objectives

1. To reduce and, where possible, eliminate social and physical barriers to accessing the curriculum and for pupils to have full participation within the school community thus making “reasonable adjustments” in matters of admission and education.
2. To ensure that disabled pupils are not treated less favourably.

## Section 4 - Principles

Compliance with the DDA and Equality Act is consistent with Maple Infants' aims and equal opportunities policy and the operation of Maple Infants' SEN policy. Maple Infants' School recognises its duty:

1. not to discriminate against disabled pupils in their admissions and provision of education and associated services;
2. not to treat disabled people less favourably;
3. to take reasonable steps (adjustments) to avoid putting disabled pupils at a substantial disadvantage;
4. to publish an accessibility plan.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

## Section 5 - Activity

### a) Education and related activities

Maple Infants' will continue to seek and follow the advice of the Royal Borough of Kingston upon Thames' LEA services, such as that from specialist teacher advisors and SEN inspectors/advisors and of appropriate health professionals and from the local NHS trust.

### b) Physical environment

At Maple Infants' School we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### c) Awareness and provision of information

It is the school's policy that staff and pupils are to be made aware of disability, understand its effects and accept and support disabled pupils as a part of school life. Appropriate staff training will be provided to enhance understanding of disability, the need for making reasonable adjustments in

compliance with our legal duties and to improve our educational provision. The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

#### d) Admissions

Maple Infants' School will not use disability as a factor in the selection of pupils. Pupils with disabilities are encouraged to apply. The School will however, need to make an assessment of the needs of the child and be certain of being able to fully meet the needs of the child before a place can be offered.

The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school. Maple Infants' recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents and child's right to confidentiality.

Maple Infants' School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the Key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum by:

1. Setting suitable learning challenges.
2. Responding to pupil's diverse learning needs.
3. Overcoming potential barriers to learning and assessment for individual groups of pupils.

## **Section 6 - Linked Policies and Documents**

1. SEN Policy
2. Equality Policy
3. Equal Opportunities Policy
4. Curriculum Policies
5. School Development Plan
6. School Accessibility Plan

## Section 7 - References

- Disability Discrimination Act 1995 - <http://www.legislation.gov.uk/ukpga/1995/50/contents>
- SEN and Disability Act 2001 - <http://www.legislation.gov.uk/ukpga/2001/10/contents>
- The Equality Act 2010 - <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- Schedule 10, The Equality Act 2010 - <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>
- Equality and Human Rights Commission - Disability Discrimination in Schools - <http://www.equalityhumanrights.com/advice-and-guidance/your-rights/disability/disability-in-education/disability-discrimination-in-schools/>

This document was approved by the governors on .....

Signed:

..... Chair of Governors

..... Head Teacher

Date of policy: .....

Date of review: .....

Senior member of staff responsible: .....