

# St Mark's CE Primary School

Ramslye Road  
Tunbridge Wells  
TN4 8LN



## Disability Policy

Headteacher: Robin Dungate  
Chair of Governors: Karen Stevenson

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**Ratified: at the FGB on 10/02/15**

**Review date: January 2017**

**Signed by Chair of Governors .....**

**Date .....**

## Our vision

A

Achievement and Attainment

A school where everybody's achievements and accomplishments are highly valued.

B

Broad and Balanced

A school where all children have access to a broad and balanced curriculum which excites and inspires them.

C

Church and Community

A school with a strong sense of community spirit, centred on Christian values and working in close partnership with St Mark's Church

Our School promotes a positive ethos within a stimulating and enjoyable learning environment. It is founded on the Christian values of thankfulness, forgiveness, friendship, fellowship and trust in which personal responsibility, self-respect and respect for others are central to our children's growth. Every child is seen as a unique individual loved by God, is equally valued and is fully supported and encouraged to do their very best in everything they do.

## **1 Introduction**

**1.1** At St Marks CE Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy supports St Marks in our promoting the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

**1.2** St Marks has a legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the curriculum. The Disability Discrimination Act (DDA) 2005 has strengthened the DDA 1995 and the SEN and Disability Act (SENDA) 2001 by broadening the definition of a disabled child or adult and placing on schools a more proactive duty to promote equality of opportunity for disabled children and adults. The duties falling on the School apply to disabled pupils, disabled staff, governors and disabled people who use services provided by the School. Responsibility for DDA lies with the Board of Governors, which is devolved to the Headteacher.

**1.3** From 1<sup>st</sup> October 2004 it is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our schools are required to make 'reasonable adjustments' to enable access.

**1.4** 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 create barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

## **2 What is disability?**

**2.1** The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities'.

**2.2** 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 coordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand perception of the risk of physical danger.

**2.3** 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 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 effect on his/her ability to carry out normal day-to-day activities

**2.4** Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

**2.5** The DDA 1995, as amended by the SEN and Disability Act 2001 (SENDA) places a legal requirement on all schools to:

- eliminate discrimination;
- eliminate harassment and bullying related to a disability;
- promote equality of opportunity between disabled people and other people;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people
- draw up plans to show how, over time, they will increase access to education for disabled pupils (Accessibility Plan)
- comply with the Disability Equality Duty
- prepare, publish, implement and report on a Disability Equality Scheme

## **3 Aims**

**3.1** Our school actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

**3.2** We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

**3.3** We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability.

**3.4** We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

**3.5** We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

## **4 Removing barriers**

**4.1** The school will make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

**4.2** Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

**4.3** Social relationships between disabled pupils and non-disabled pupils will be monitored and encouraged.

## **5 The physical environment**

**5.1** The school will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, schools will try to improve the following:

- access to the school, by installing setting-down and picking-up points, ramps, handrails and lifts;
- movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and medical rooms;
- furniture, by procuring rise-and-fall tables, sinks and ovens;
- information and communication technology, by selecting appropriate hardware and software, and by using minicomms;

- signage, by putting it in clear print.

## **6 The curriculum**

**6.1** The school uses teaching strategies to enhance learning and participation in a broad and balanced curriculum. We will find ways in which all pupils can take part in sport, music and drama. The school will try to plan their out-of-school activities and school trips in such a way that pupils with disabilities can participate.

**6.2** The school will use language that does not offend, and will make staff and pupils aware of the importance of language.

**6.3** The school will at all times try to ensure that library, reading books and other resources contain positive images of people with disabilities.

**6.4** The schools will regularly review the way resources are matched to the needs of all the children. If necessary, to improve the provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

**6.5** The school will seek and respond to guidance from the parents and the children.

## **7 Information**

**7.1** Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

**7.2** We always take account of disabilities, be they the pupils' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

## **8 Staffing**

**8.1** When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

**8.2** Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

**8.3** All members of staff will be entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

**8.4** The school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. As a cluster we will benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

## **9 Health and safety**

**9.1** Members of staff follow the school's procedures both for the storage and for the administration of medicines to pupils. The school has procedures for when blood or other bodily substances have to be cleared away.

**9.2** The school should have members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

## **10 Policy into practice**

**10.1** The governing body is responsible for the school's duty not to discriminate.

**10.2** The Senco is responsible for ensuring that we meet our obligation not to discriminate.

**10.3** The headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

**10.4** All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

**10.5** Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

## **11 Monitoring**

**11.1** We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

**11.2** We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

**11.3** Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

## **12 Monitoring and review**

**12.1** The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA and the schools in ARC.

**12.2** The headteacher implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

**12.3** The headteacher reports to governors termly on matters regarding disability discrimination.

**12.4** The policy will be reviewed and updated every year,