

**DISABILITY INCLUSION POLICY WITH ACCESSABILITY PLAN**

Date: January 2021

**Legislation**

This policy incorporates the duties for schools under the **Disability Discrimination Act 1995 (DDA)** and the **DDA 1995 Part 4 (as amended by the Special Educational Needs and Disability Act 2001) (SENDDA)** and takes full notice of the **Code of Practice for Schools published by the Disability Rights Commission (2002)**.

**Definitions****Disability**

According to the Disability Discrimination Act 1995 a person has a disability if he/she has a physical or mental impairment, which substantially and in the long term, adversely affects the person's normal day-to-day activities. This applies to members of staff and pupils.

**Pupils:**

Having a disability does not, however, imply that a pupil has for that reason alone 'special educational needs' under the terms of the Education Act 1996 and the Code of Practice. Therefore, each pupil with a disability will require separate consideration and treatment.

**Rationale****Staff:**

The school values each member of staff for their contribution to the school and will seek to ensure that no member of staff is disadvantaged by reason of his/her disability.

**Pupils:**

The school values the full range of its students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils, while bearing in mind the interests of other pupils.

The school is required to make:

- Improvements in access to the curriculum for disabled students
- Physical improvements to increase access to education and associated services (e.g. extra-curricular activities)
- Improvements in the provision of information in a range of formats for disabled students

There is an additional requirement for schools to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour: mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

The School will take into account all these requirements when considering the inclusion of disabled pupils in the school's curriculum.

### **Aims**

#### **Staff:**

- The school aims, within the constraints of resources available, to ensure that no member of staff is less favourably treated in the school's procedures and practices in respect of:
- recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

#### **Pupils:**

- The school aims, within the constraints of resources, to enable each pupil to fulfil his/her potential, within an educational programme that has development of the whole person at its core.
- The school aims to fulfil the requirements of the legislation to make 'reasonable adjustments'.
- The school will examine each disability case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

### **Responsibilities**

The Headteacher is responsible for the discharge of the duties under the Discrimination and Disability Act and the provision of education and associated services.

All Staff are responsible for knowing their responsibilities towards pupils with disabilities and for taking appropriate action.

### **Action**

#### **The Headteacher will:**

- oversee the implementation of all the school's policies and practices in this area, including Disability Inclusion
- consider what reasonable adjustments are being made and could be made with a view to improving access to teaching and learning
- consider the school's systems and procedures for making staff, parents and pupils aware of the policies
- consider the school's Accessibility Plan
- review the Plan annually

### **Premises**

The school recognises that through the provisions of SENDDA it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations to the buildings (such as provide lifts).

However, to meet its obligations, the school will ensure that the needs of disabled staff and pupils (and any adult students) are fully considered in any strategic planning for the development of the school site. Any alterations will be judged against the test of reasonableness.

When determining the priorities for the use of any annual profit, the school will take into account the need to make the school campus more accessible for staff and pupils with disability.

The school will bear in mind health and safety requirements and the interests of other pupils in all the above considerations.

### **Discrimination in Admissions**

The Headteacher will ensure that disabled pupils and adult students are not discriminated against:

- through the criteria they determine for admission to the school, including criteria used where the school is oversubscribed.
- by refusing, or deliberately not accepting, an application from a disabled person for admission to the school.

### **Monitoring and Review**

This policy will be reviewed by the headteacher in line with legislation.

## Meadowpark School Disability Accessibility Plan 2019 - 2022

Development area	Targets	Strategies	Outcome	Goals achieved
School design and build to meet the needs of disabled students	All areas accessible to disabled pupils.	Headteacher has prioritised disabled access points as an integral part of any rebuild or improvement works.	All new building will be fully compatible with requirements of the Equality Act.	Difficulty of access for disabled pupils minimised to all physical areas.
Curriculum delivery	IPP/IEP targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for.	SEN information made available to all staff and relevant further up-date training for SENCO.	Monitoring indicates differentiation in place targeted at disabled/SEN/ other nominated students.	Disabled students able to access curriculum more effectively.
Curriculum delivery/Delivery of materials in other formats	Classrooms are organised for disabled students.	Guidance from specialists (eg. Hearing Impaired Service, Portage, Local Education Authority) taken in arranging classrooms for maximum benefit to disabled students.	Monitoring indicates Disability/SEN taken into account in organising the environment for learning.	Disabled students able to access learning environment more effectively.