



DANES HILL SCHOOL
STRONG & SAGACIOUS

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AUTHOR: SENCO

DISABILITY AND DISCRIMINATION POLICY



THIS POLICY APPLIES TO THE MAIN SCHOOL, THE EARLY YEARS FOUNDATION STAGE AND THE PRE-PREPARATORY SCHOOL

Disability Discrimination Policy Document

Policy and Practice in relation to the Equality Act 2010

The Equality Act 2010 made it unlawful for all educational providers to discriminate against **disabled*** pupils. Danes Hill School addresses its legal duty to ensure that everyone in the school successfully carries out the statutory duties outlined by the DDA for disabled pupils.

**a pupil is defined as being disabled if s/he has a physical and/or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.*

'Reasonable adjustments' are made to ensure that the disabled pupils do not suffer a substantial disadvantage, in comparison with their peers, solely as a result of their disabilities.

Examples of 'reasonable adjustments' at Danes Hill are:

- provision of in-class individual teaching support and specific programmes to enable disabled pupils to access the curriculum
- the provision of a lift in Michael's building at Bevendean to allow disabled pupils access to all rooms
- the provision of a special support chair, walking frame and tripod walking cane to address a current individual need
- 'special access arrangements for examinations' reflect the current JCQ regulations
- staff awareness through the LSC information distribution system of the needs of SEND pupils e.g. avoidance of negative or misleading literal phrases for pupils with ASD
- enlargement of written materials for partially sighted pupils
- liaison with specialist staff for hearing impaired pupils and aids e.g. hearing loop with classroom teacher
- liaison with outside agencies involved with SEND pupils on School Action Plus
- applications for admission from disabled pupils are considered in the same way as every other application (Admissions Policy) and special adjustments are made as necessary

The planning for disabled pupils responds to their individual needs and these may vary over time. Examples of provision include:

- Special dietary arrangements are made where necessary and all food and drinks eaten throughout the school day are freshly prepared and therefore can be made to suit individual needs.
- Sport and physical education involves all pupils and skill levels.
- Disabled pupils are included on school trips and special arrangements are made e.g. parking of coaches to allow for ease of access to the venues and support for the medical needs of disabled pupils on residential trips where necessary by named adults.
- Disabled pupils can be catered for in emergencies (Health and Safety Policy) e.g. passageways are kept clear and hazard free as means of access and egress in times of fire risk. The SENCO has knowledge of all disabled pupils on site at any one time.
- All pupils are encouraged to develop their interests and skills at Danes Hill School. Any adjustments deemed necessary for disabled pupils are made to enable them to participate in activities of their choice whenever reasonably possible e.g. a play, Form/Tutor Group presentation, a musical event and clubs.
- The school curriculum reinforces the inclusive ethos of Danes Hill School. To ensure that all pupils are able to make a positive contribution to their learning the Learning Support Centre provides additional specialist teaching support for identified pupils (see SEND Policy).
- Disabled pupils are given equal access to all that Danes Hill School offers in terms of examinations and the broader syllabus.
- Car parking for disabled visitors/ parents of disabled pupils is clearly marked.

Danes Hill School is committed to ensuring that discrimination against a disabled child does not take place in the following ways:

- ✓ by treating a disabled pupil or prospective (proposed new intake) disabled pupil less favourably, for a reason relating to his/ her disability, than a pupil to whom that reason does not apply
- ✓ by failing to make reasonable adjustments to ensure that the disabled pupils are not placed at a substantial disadvantage in comparison with their peers.

The responsibility to fulfil the duties for disabled pupils lies with the Governing body and the Head of School