



## **Policy on Disability Discrimination**

(see also Communications; Health, Safety and Welfare; Inclusion; Special Educational Needs)

### **1 Introduction**

- 1.1 Our school's vision and purpose talks of valuing the individuality of all of our children. 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 helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion or belief, attainment, age, disability, gender, sexual orientation, gender assignment or reassignment or background. Goodmayes Primary School is an inclusive school in practice and ethos.
- 1.2 The Disability Discrimination Act (DDA) of 1995 and Equality Act of 2010 aim to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.
- 1.3 From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school has made 'reasonable adjustments' to enable access to everyone and will continue to do so.

### **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 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.
- 2.3 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.

### **3 Aims and objectives**

- 3.1 Our school is an inclusive school. We actively seek to identify and 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 make every reasonable effort to 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/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 s/he joins the school.

## **4 Removing barriers**

- 4.1 The school must 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. Training and outreach support will be offered to staff so students can access the curriculum.
- 4.3 The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.
- 4.4 Overcoming disability and its impact on learning is a valid use of Pupil Premium resources as it is used to help overcome barriers.

## **5 The physical environment**

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- 5.1 We 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.

This includes

- access to the school
  - accommodation within the building, by providing toilets for disabled pupils, a medical room and a lift
  - signage, by putting it in clear print
  - furniture arrangements within the classroom for ease of access for wheelchairs.
  - Clearly understood evacuation plans in the case of emergency
  - a lift for identified pupils, staff and visitors with accessibility issues
- 5.2 We will provide the following provision if required:
- sound-proofing for pupils with impaired hearing
  - information and communication technology, by selecting appropriate hardware and software, and by using minicomps or other electronic aids such as tablets and laptops;
  - filters to help reading in dyslexia
  - ear protectors for children who need them
  - auditory technology support for the hearing- challenged

The school will respond to changes that arise from future technologies that will support the learning and working of those who need support.

## **6 The curriculum**

- 6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate. Good classroom practice and teaching will benefit all students. CPD for staff (as well as Special Needs, EAL) will be planned as needed.



- 6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language and how it is used.
- 6.3 Our library, reading books and other resources contain positive images of people with disabilities. We will continue to develop these to ensure there is positive reflection and inclusion of people with disabilities.
- 6.4 The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- 6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches.
- 6.6 We seek and respond to guidance from the parents/carers and the children.

## **7 Information**

- 7.1 For information normally supplied in writing alternative methods will be found. Every reasonable effort will be made to ensure that every one is able to access information that they need to know regardless of their disability or language.
- 7.2 We always take account of disabilities, be they the pupils' or those of their parents or carers. 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 board 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 are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.
- 8.4 This 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. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services and the outreach agencies of specialist schools within the Authority.  
(Children who come from other LAs will access these services from the LA in which they reside.)

## **9 Health and safety**

- 9.1 Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.
- 9.2 The school has 6 members of staff qualified in giving first-aid treatment, plus 3 qualified in paediatric first aid, and the emergency services will be called, should they be required.

## **10 Policy into practice**

- 10.1 The governing board is responsible for the school's duty not to discriminate.



- 10.2 Andrew Garland and Millie Davis, our named governors, and Samina Jaffar, our designated member of staff, jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate. They will prepare and publish an Equality Plan that will identify our disability equality goals and actions to meet these.
- 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/carers 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.
- 10.6 We will work to make home-school links effective and fruitful. In cases where there is a health plan in place regular contacts will be made so that information is up to date.
- 10.7 We will be compliant with all relevant school policies (including Accessibility, Data Protection, Equal Opportunities, Health and Safety, Inclusion, Managed Evacuation Plan, Positive Handling, Safeguarding, SEND, Supporting Pupils with Medical Conditions, Whistleblowing Policy)

## **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, pupil and staff 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 Andrew Garland and Millie Davis are our named governors with responsibility for matters of Inclusion which includes disability discrimination. It is these governors' responsibility to keep the governing board informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governors in question also liaise with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.
- 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 annually on matters regarding disability discrimination.
- 12.4 We have prepared an Equality Scheme Action Plan identifying our equality goals and actions to meet them.



- 12.5 This policy will be reviewed at any time on a request from the governors, or at least once every two years.

*A. K. Garland*

**Signed:**

**Andrew Garland  
Inclusion Governor**

*Millie Davis*

**Millie Davis  
Inclusion Governor**

**Samina Jaffar  
Headteacher**

Approved by Governors: **Spring Term 2022**

Review Date: **Spring Term 2024 or before if required**