



# Disability, Equality and DDA Policy

Last Reviewed: June 2024  
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# DISABILITY EQUALITY AND DDA POLICY

At our school, we value, respect and promote the individuality of all, irrespective of ethnicity, religion, disability, attainment, or background.

We are accepting of all people, regardless of their disability, and include them amongst us and support them by addressing their needs.

Our school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who cares for disabled parents or has disabled family members.

## Aims

Our school is committed to embracing every individual and every group with the same equality and respect and respond to the expectations and the needs of everyone in the same way.

As an inclusive school we aim to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Promote positive attitudes towards disabled people.
- Eliminate harassment related to disability.
- Assess and monitor the impact of our activities on disabled people.
- Encourage participation by disabled people in public life.
- Make reasonable adjustments to ensure disabled children are not disadvantaged.
- Improve outcomes for disabled people.

As outlined in the Disability Discrimination Act 2005 (now incorporated into the Single Equality Act 2010.)

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.
- Improve the delivery of information.

This scheme and the accompanying action plans set out how the governing body will promote equal opportunity for disabled people.

## Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long-term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions.
- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical coordination, continence, ability to lift, carry or move objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

## The General Duty

### How we will meet the General Duty & Specific Duty

The disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we will be seeking to meet the specific duty.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will be subject to revision and amendment at the end of the three-year period.

### Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers.

Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan; however reasonable adjustments will be made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The current pupil number of the school

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- In the classroom
- In the school curriculum
- At all times and in all parts of the building  
*and when*
- Disabled persons feel part of the life of the school
- Disabled persons are included by their peers in all parts of school life
- Parents of disabled students feel their child is part of the life of the school
- Staff feel confident in working with disabled pupils

General Duty Main Actions	Action
Promote equality of opportunity	<ul style="list-style-type: none"> <li>● Reference school accessibility plan.</li> <li>● As an equal opportunity employer, we would ensure that reasonable steps were taken to enable a member of staff with a disability to be able to participate fully in school life.</li> <li>● Actively seek views of pupils, staff and users of the school.</li> <li>● Utilise Local Authority support services.</li> </ul>
Eliminating Discrimination	<ul style="list-style-type: none"> <li>● Ensure staff training includes consideration/implications towards any disability.</li> <li>● Ensure health and safety considerations are met and relevant training provided e.g. manual handling.</li> <li>● Lesson planning considers full involvement of pupils with disabilities</li> </ul>

Eliminating Harassment	<ul style="list-style-type: none"> <li>Reference anti-bullying policy</li> </ul>
Promoting positive attitudes	<ul style="list-style-type: none"> <li>Staff actively encourage understanding by pupils of the impact of disabilities on accessing the curriculum.</li> <li>Sourcing material so there are positive images in school books and other materials</li> </ul>
Encouraging participation in Public Life	<ul style="list-style-type: none"> <li>Ensure opportunities are taken to provide positive role models of disabled people where possible by inviting such visitors in to the school</li> </ul>
Taking steps in the future to meet disabled peoples' needs, even if this requires more favourable treatment.	<ul style="list-style-type: none"> <li>For visitors to the school – practical steps taken to ensure visitors' needs are met, e.g. disabled toilet facility, disabled access etc preferential seating when required, assigning a person to support where necessary.</li> <li>Pupils – Ensuring that their needs and wishes were considered when making decisions regarding participation in school life. E.g. inaccessible location of computer suite- enables pupils to use laptops with choice of peers if necessary, being sensitive to pupils' feelings regarding participation in some events such as sports day.</li> <li>Staff – training where necessary</li> <li>Refer to first-aid/medicine policy.</li> </ul>

#### The Scheme: The Specific Duty

Development Plan	Targets	Strategies	Outcome	Goals looking to achieve
Curriculum Delivery	Classroom(s) are organised for disabled students	Guidance from specialists taken in arrangement for maximum benefit to disabled students.	Pre / post pupil admission monitoring indicates disability considered in organising the environment for learning.	Disabled students are able to access the learning environment more effectively.
Curriculum delivery /Delivery of materials in other formats.	IEP targets used by classroom staff and understanding of additional requirements in practical work	Information concerning disabilities available to all staff and further training on implementation and differentiation of curriculum if required.	Well Informed about disability requirements -enabling delivery of lesson	Disabled students are able to access the curriculum more effectively.
School design for disabled students.	Whole school is accessible for disabled students.	Make necessary adjustments to current school premises to allow access for potential disabled students - wider doors / ramps.	Plan for disabled access.	Disabled students are able to access all physical areas without difficulty.

The Governors' will review progress on an annual basis or as premises change or alter. There will be a more formal evaluation at the end of the 3-year cycle.