

# Monkton CEP School

## Disability Policy

### **Introduction**

This policy has regard to the Disability and Discrimination Act 2001 and all Equality Legislation including the Equality Bill 2009. Monkton CEP School provides a broad and balanced curriculum for all children; we are committed to giving all our children every opportunity to achieve the highest standards. We take into account the different and varied needs and experiences of our children. This policy, together with all our other policies, helps to ensure that the school promotes the individuality of all our children.

Monkton CEP School was originally built in 1872 and was modernized in 2006-2007. This has allowed the school to be fully accessible to wheelchairs. The school also has a hearing loop system in the classrooms and in the main school office. This means that pupils with physical impairments can be fully included in the school.

There are still stairs in the old school house to the stockroom and PPA room.

### **Aims and Objectives**

We aim to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of children. This policy focuses on children with a disability within our school.

The National Curriculum is our starting point for planning a curriculum that meets the needs of all our children. We meet these needs through:

- setting suitable learning challenges
- responding to the children's diverse learning needs
- providing for other curricular needs outside the N.C. to meet the needs of individual or groups of children

Children with a disability who have a special educational need will have their needs met through the school's SEN policy:

- to review the achievement of all children regularly
- to review the effectiveness of our planning procedures regularly
- to create an environment that meets the needs of all children
- to enable all children to have access to all elements of the school curriculum

### **Educational Inclusion**

- We aim to offer excellence to all our children, whatever their abilities or needs
- We have high expectations of all our children
- We aim to achieve high standards by striving to remove barriers to learning and participation
- We aim to ensure that all our children feel they are a valued part of the school community

Through appropriate curriculum provision, we respect the fact that children have:

- different educational and behavioural needs and aspirations
- different strategies for learning
- different rates of acquiring, assimilating and communicating information
- need of a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with language, communication and literacy
- planning to develop children's understanding through the use of all their senses and experiences
- planning for children's full participation and learning in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals manage their emotions and to take part in learning

### **Special Educational Needs**

Children with a disability may also have a special educational need, either temporarily or permanently. If this is the case then that need will be met through the use of our Special Educational Needs policy.

### **The Role of the Governors**

- The governors will have regard to the Disability and Discrimination Act 2001 and will carry out their two core duties:
  1. They will ensure that a child with a disability is not treated less favourably than others for a reason relating to their disability.
  2. They will make reasonable adjustments to ensure that a child with a disability is not placed at a disadvantage in comparison with their non-disabled peers without justification.
- The governing body will seek to ensure that people with disabilities are not discriminated against when applying for posts within the school and will welcome applications on that basis
- The governors will take reasonable steps to ensure that the school environment gives access to people with disabilities and will carry out and review an access plan
- With regard to the Disability and Discrimination Act 2001, the governors produced an Accessibility Plan in 2007. The school was rebuilt in 2006-2007 and the building met the current DDA regulations. Since that time the school has added a ramp to the field to enable access for wheelchairs.

### **The Role of the Head Teacher**

- It is the role of the head teacher to implement the school's disability policy and is supported by the governing body in so doing.
- It is the head teacher's role to ensure that the whole school community is aware of the school's policy on disability and that this policy is applied in all situations.

- The head teacher ensures that all appointments panels also give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.

### **The Role of the Staff**

- All staff will work to ensure that our children are treated fairly and that no child is discriminated against
- When planning and selecting materials for use within the classroom, the class teacher will pay due regard to the sensitivities of all members of the class.
- Staff will strive to provide positive images of all groups within the class and to challenge stereotyping.
- Staff will modify teaching and learning appropriately for children with a disability, according to specific needs.

Teachers and support staff ensure that work for children with a disability:

- takes account of their pace of learning and the materials and equipment they use
- takes account of the effort and concentration needed in oral work or when, for example, using vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Includes approaches that allow children with a disability to be included. For example, hearing impaired children to learn about sound in science and music, visually impaired children to learn about light in science, and to use visual resources and images in art and in design technology and language impaired children to have language simplified or explained
- uses assessment techniques that reflect children's individual needs and abilities

When planning lessons teachers take this policy into account to allow equality of opportunity for all.

Teachers and support staff work closely with the SENCO and outside agencies, for example: speech therapists, occupational therapists and educational psychologists to support children with special needs appropriately.

### **Educational Visits**

The Disability and Discrimination Act 2001 is taken into account when planning educational visits and other activities linked to the curriculum to ensure that the two core duties are carried out:

- Teachers will ensure that a child with a disability is not treated less favourably than others for a reason relating to their disability;
- They will make reasonable adjustments to ensure that a child with a disability is not placed at a disadvantage in comparison with their non-disabled peers without justification.

### **Partnership with Parents**

The involvement of the parents of all children is encouraged at Monkton CEP School. There are: a home/school agreement, termly parents evenings, curriculum sessions and activities, an annual written report and, for those with special needs, regular reviews of targets. Parents are consulted about any outside agency provision and share

the process of decision-making. Parents are also welcome to meet class teachers at other appropriate times during the term to discuss particular issues relating to the specific needs of their children.

**Pupil Participation**

Children of all ages are encouraged to develop personal autonomy and to take responsibility for their behaviour. Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their performance.

**Confidentiality**

It is helpful for all members of staff within the school to know that a child has a disability, to ensure that they do not treat him/her less favourably. The head teacher will ensure that relevant information is communicated to all staff that may meet with the child at any point in the school day.

If, however, a parent of a child with a disability or the child with a disability would like his/her disability kept confidential, the school should take account of the request. The school cannot be expected to make a reasonable adjustment to take account of a pupil's disability if a request has been made to keep the disability confidential from staff.

**Complaints Procedures**

Any concerns expressed by parents and others about the school curriculum and related matters will usually be discussed and, as far as possible, dealt with on an informal basis with the teacher and Head teacher to begin with. It is only when concerns cannot be resolved informally that a formal complaint procedure will come into operation. If a concern cannot be resolved informally, the complaint should be set out in writing and submitted to the Clerk to the Governing Body

**Summary**

In Monkton CEP School the teaching and learning, achievements, attitudes and well being of all children are important. We follow the Disability and Discrimination Act 2001 to ensure that children with a disability are treated fairly.

This policy was reviewed and updated in October 2010 in line with the Accessibility Plan and Equalities Scheme.

Refer also to:

Equality Policy

Equalities Scheme

Accessibility Scheme

SEN Policy

Head Teacher .....

Chair of Governors .....

Date.....

This policy will be reviewed October 2013 alongside the Accessibility Plan and Equalities Scheme.