



Accessibility and Disability Discrimination Act (DDA) Policy

Policy Written By: Kate Kirby

Policy Reviewed: September 2020

Review Date: September 2023

Policy to be taken to Governors: Yes

Policy Category: School



Accessibility Disability Discrimination Act (DDA) Policy

Introduction

At Finlay Community School we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the school community, **everyone** is equally valued and treat one another with respect.

This Policy is in line with our Safeguarding Policy.

Our definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

- 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’ or staff’s everyday lives.

We recognise:

- Our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001)
“from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”
- Schools and LA’s must:
 - not treat disabled pupils less favourably; and
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty)
- That Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

These responsibilities will be taken into account when decisions are made concerning preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment arrangements, school discipline and sanctions, school clubs and activities, school trips; arrangements for working with other agencies and the preparation of pupils for the next phase of education.

Scope of the Plan

This plan covers the three main strands of the planning duty:



1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

The Special Needs Co-ordinator ensures that any physical aids are identified to ensure access to the curriculum for any child with a disability. Physical aids to access education include: ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, writing slopes and portable aids for children with motor co-ordination and poor hand/eye skills, such as specialist pencils.

Health and Safety governor and the school Health and Safety Officer conduct termly health and safety audits of the premises. The resulting report includes any aspects relating to equality of accessibility.

2. Increase the extent to which disabled pupils can participate in the curriculum of the school.

The ethos of Finlay Community School is such that every effort is made to ensure that **all** pupils can participate in the school's curriculum. All pupils have equal access to the clubs on offer e.g. dance, gardening, art. Special arrangements are made to enable all children to participate in school trips and residential visits. Teachers Assistants are targeted to improve access to the curriculum for all pupils, with specific support allocated to those pupils with specific needs.

3. Improving the delivery of information to pupils and parents/carers with disabilities. Teaching staff, including Teacher Assistants, endeavour to utilise a range of teaching styles to enable all children to access the curriculum more effectively.

Information for pupils can be provided in specific formats in response to individual needs, such as Braille or enlarged print. Specific equipment is utilised to support these needs.

Information for parents/carers such as newsletters, handouts, pupil's reports and the School Prospectus can be provided in large print format on request. With advanced notice Braille versions of written information and signing of oral presentations can be provided, with support from the LA.

Aims

Finlay Community School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the curriculum including P.E, music and drama.
- Planning out-of-school activities including school trips and excursions so that pupils with disabilities can participate.
- Devising teaching strategies which will remove all barriers to learning and participation for pupils with disabilities.
- Applying admissions policy and criteria which does not discriminate against pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- By providing written information for pupils with disabilities in a form which is user friendly.



- devising teaching strategies which remove barriers to learning and increase participation for pupils with disabilities.
- by examining our reading resources to ensure that there are examples of positive images of disabled people.

Other related school policies

Equality for disabled pupils is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities
- Behaviour
- Admissions
- SEN
- Exclusions
- Guidance for trips and excursions
- School Development Plan
- School Asset Management Plan
- Safeguarding Policy

Actions to ensure equality for pupils with disabilities:

1. Our provision is reviewed within the School Development plan on an annual basis and all improvements are driven via the SDP
2. Make the policy and targets known to all staff and parents/carers, and make available via the school website
3. Awareness that future pupils with disabilities may require specific accessibility strategies to meet their specific needs.

Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged.

We will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- SEN Register
- Selection and recruitment of staff

