



PAULL PRIMARY SCHOOL

DISABILITY POLICY

At Paull Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy.

We aim to prepare children for adult life through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

What do we understand by "disability"?

"Disability: is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para.1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognized has been removed.
- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The definition extends to those who have had a disability. (DDA 1995 Part 1 para 2. - (1) The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.)

Paull Primary School understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognizes that social, educational and behavioural difficulties are part of this definition.

The key principles of the Act are:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This document also relates to the schools adherence to the three principles set out in the *National Curriculum Inclusion Statement*:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Paull Primary School caters for pupils from FS1 through to KS2. It serves a small catchment area and provides well for identified disabilities and provision for medical needs but currently has no severe or specialist disabilities.

In accordance with the school's *Equal Opportunity Policy*, it is the schools aim to continue to include all pupils, regardless of their disability, in all areas of the curriculum and wherever possible taught in lessons alongside their peers. We also promote social inclusion for all our pupils.

For the purpose of this document, people with disabilities, as defined by the *Disability Discrimination Act 2005* are as follows:

- learning disabilities,
- mental health conditions,
- mobility impairments,
- blind and partially-sighted people,
- deaf and hearing-impaired people
- progressive long-term health conditions.

The School Curriculum

Where possible disabled pupils are fully involved in the normal school curriculum, this includes access to P.E and practical subjects for most disabled pupils. These pupils also have extensive support from support assistants and in some cases external agencies, such as speech and language, visual and hearing impairment services. Participation in SAT's is supported and appropriate arrangements requested in line with guidance to maximise access and achievement.

The School Environment

Paull Primary school is on two levels allowing access for all students from various entry points. The top part of the school is separated by 6 steps but none are inaccessible and the school has a working lift to help any people who may need to use it. All new doors comply for disability access.

Extra-Curricular and Social Activities

All pupils are encouraged to take part in extra-curricular activities and events. Staff organising school visits and trips must give due consideration to the needs of pupils and give all pupils the opportunity to take part, as detailed in the schools Educational Visits policy. Mobility and medical concerns must be considered when any visit or trip is planned and appropriate provision made.

Preventing Discrimination

In accordance with the SEN and Disability Act 2001 and the Disability Discrimination Act 1995, Paull Primary School makes every effort not to discriminate against any student attending the school.

Access for all pupils to the curriculum, social activities and the school environment, remove barriers to discrimination for those pupils with disabilities. Even when pupils are unable to access the normal curriculum, or social activities, alternatives are developed so that these pupils do not feel excluded.

Support is timetabled to meet the needs and disabilities of pupils and a practical approach given to the learning environment accommodating their needs.

The school also operates in accordance with the Disability Discrimination Act 1995 and the schools Equal Opportunity policy when recruiting staff, so as not to discriminate against the employment of adults with disabilities.

Preventing Harassment

Paull Primary School makes every effort to eliminate harassment of any member of the school community. The school recognises that pupils with disabilities are particularly vulnerable to harassment and bullying from their peers.

Pastoral support in the school is provided to all children by all staff. The pastoral systems within the school operate procedures to deal with incidents of harassment and bullying, in accordance with the schools Anti Bullying policy, Behaviour policy, Racial Equality policy and Child Protection policy.

All incidents of harassment and bullying are treated seriously and the recipient is supported fully. Measures are instigated to prevent further occurrences of this kind of behaviour. Support is also offered to the student(s) instigating harassment and bullying.

Harassment by staff, either directed towards pupils or other members of staff, is treated very seriously and will be investigated in accordance with the school disciplinary procedures.

Promoting Positive Attitudes towards Disabilities

The promotion of a positive attitude towards people with disabilities is central to the schools inclusive ethos. Wherever possible the school promotes this attitude to all its stakeholders.

All pupils with disabilities are members of a class and share lessons with non-disabled pupils. This inclusive ethos not only enhances the school experience for the disabled student, but also helps challenge discrimination and prejudice towards those pupils from their peers, creating a community that is caring and respectful towards all its members.

Staff working directly with pupils with disabilities, are given information and training on how best to support those pupils. For the more unusual or profound disabilities external specialists maybe be asked to advise and guide staff.

Participation in School Life

The inclusive ethos of the school encourages all pupils to participate in various aspects of school life.

Approved by Governing Body _____ *Date* _____
Chair of Governors

_____ *Date* _____
Headteacher

