

Disability Discrimination Policy 2021-24

1. Introduction

Our mission statement at Foxhill is to offer a warm, caring atmosphere to all the children in our care. At Foxhill 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, attainment, age, disability, gender or background.

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

2. What is disability?

The Equality 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.

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.

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

We are an inclusive school. We actively seek to 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.

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We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.

We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

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

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. Staff always make provision and carry out any changes needed to ensure all children can successfully access the curriculum.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

Our local offer provides a detailed summary of the provision for children with SEND, provided at Foxhill.

5. The physical environment

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. Where necessary improvements will be made within school to enhance the following:

- access to the school
- accommodation within the building
- ICT
- signage

Again, the accessibility Plan covers measures already taken and future plans.

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6. The curriculum

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 do our best to plan our 'out of school' activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

Our library, reading books and other resources contain positive images of people with disabilities.

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 to support children with disabilities.

Many of the adjustments we make are dependent upon individual needs and we ensure that Individual Support Plans are effective and manageable for children with disabilities. We work in partnership with the parents and children to ensure the best possible provision.

7. Information

If necessary information can be provided in a variety of ways, depending on need. We always take account of disabilities of pupils or parents to ensure that communication is effective for all.

8. Staffing

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.

Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

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This school, when appropriate will liaise with outside agencies to support individual pupils. We benefit from the LA's advice, and its provision through their services.

9. Health and safety

Members of staff follow the school procedures for children who need medication.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

10. Policy into practice

The governing body is responsible for the school's duty not to discriminate.

The Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

11. Monitoring

We have high expectations of all our pupils. We use information from a range of data to ensure that all pupils are making the best progress possible, and that no groups of pupils are underachieving. The Inclusion Manager tracks and monitors all pupils across school with SEND. The Senior Leadership Team and outside agencies rigorously monitor Teaching and Learning throughout the school.

We regularly seek the views of children and parents.

Evaluations based on this data are then reported to the governing body, and an action plans will be drawn up as necessary.

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12. Monitoring and review

The governing body has responsibility for matters of disability discrimination. It is the responsibility of the Governing Body to ensure that the school regularly reviews its processes and procedures.

The Headteacher implements the school's disability non-discrimination policy on a day-to-day basis. The Headteacher reports to governors on any matters regarding disability discrimination.

This policy will be reviewed every three years or earlier if required.

Reviewed	November 2021
Approved at the Governors meeting on	18 th November 2021
Signed	R Hainsworth
Date of next Review	November 2024