

West Felton C E Primary School



Disability Discrimination Act (DDA) Policy 2023 - 2026

Introduction

At West Felton CE Primary 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 treated one another with respect and dignity (one of our core school values.)

Our definition of disability is:

1. "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."
2. "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."

We recognise:

- Our duty under the Equality Act 2010, which superseded the Disability Discrimination Act (1995) ensures that our school will:
 - not treat disabled pupils less favourably for a reason related to their disability;
 - make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 - plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA/Equality Scheme:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Section 1 Building Blocks

1A: The purpose and direction of the school's plan: vision and values

West Felton C E Primary School has high expectations for all pupils (including those with a disability and/or special needs) and expects them to participate in all areas of school life.



Our Vision

“Preparing for life in all its fullness”

We want to help build good people – good people who will make a difference in our communities; they’ll aspire to add kindness, with humility and treat others with dignity. We want our faith to be an anchor, a pull which reminds us what is right, what is wrong, what’s important and why.

Our Values

Kindness	through selflessness, compassion, and mercy.
Aspiration	a strong desire for achievement and success.
Community	in the importance of relationships of love, compassion, generosity, truth-telling, forgiveness and gathering together as a community; across all barriers.
Dignity	through safeguarding and anti-bullying, through valuing all our children and through excellent SEN provision. Ensuring that children not do feel humiliated or lack in self-worth.

We strive to develop

- The belief that each person is blessed and is a blessing.
- A joy for our world through play and playfulness, wonder, amazement, fascination and delight.
- A method of reconciliation; encouraging discussion of sensitive matters, providing strategies through which problems can be resolved.
- A sense of glory and awe.

- An understanding of the importance of creativity; art, design, music, drama, dance, poetry, fiction and film.

Our Accessibility Plan also links to the school inclusion and admissions policy, all of which can be found on our website.

Section 2 Priorities on our Accessibility plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

All staff are aware of the DDA.

All teachers are made aware of the details of individual students special needs and disabilities so that they can arrange the physical learning environment accordingly and provide suitable differentiated educational materials. Details are also provided in Learning Plans/Statements/EHCP's.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

All changes and improvements to the school will conform to DDA/Equality standards. The school will continue to regularly re-examine provision.

The school will be mindful of the need to ensure that Devolved Formula Capital funding is available for adaptations as they become necessary.

This has been taken into consideration during the construction of our two building developments:

- The new hall due to be completed December 2023
- The new entrance to the school due to be completed December 2023

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Where appropriate, other methods of providing written information will be sourced including, if required, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from Teacher or Teaching Assistant.

The seating position for students with impaired vision and hearing will continue to be managed to benefit the individuals.

Other appropriate provision will be researched if necessary, including PC equipment for physically disabled students.

Section 3 Ensuring it happens

3A: Management, coordination and implementation

- The Leadership team will continue to raise awareness of the requirements of the DDA/Equality for staff, pupils and visitors.
- The Head Teacher will liaise with the SENCO and all other staff to ensure the appropriate provision is in place.
- Staff meetings will keep the item on the agenda for regular review and update.
- All findings from self-review will feed into the School Development Plan if necessary.
- The Asset Management Plan allows for the regular review of the buildings and an annual inspection of the premises. The Head Teacher and Building Surveyor will pay special attention to the DDA/Equality requirements of pupils, staff and visitors in their physical inspections and maintenance. This will be linked closely to the annual Health&Safety Audit and Fire Risk Assessment Audit.
- The Governing Body will address equality duties as they apply to employment of people with disabilities and where reasonable adjustments will apply in the following

Recruitment and Selection

- Terms and conditions of employment
- Place and hours of work
- Access to work
- Induction and Professional Development
- Full participation in the life of the school

Written: July 2019

Reviewed: July 2023

Next review date: July 2026