

Woodmancote School

Disability Discrimination Duties

Designated Member of Staff: G Tucker/Premises committee

Woodmancote School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Children have the opportunity to experience, understand and value diversity.

Within this ethos Woodmancote School has a commitment not to treat a child with a disability less favourably than another. The Disability Discrimination Act define a disabled person as having "a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carryout normal day-to-day activities".

The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

In order to include disabled children in every aspect of school life, our provision has two main strands:-

1. The Strategic Approach.
Over time, increase access to the curriculum and physical environment for all disabled children.
2. Response to a child joining school. The special needs of individual children with disabilities eg provision of equipment and materials in alternative format, are often assessed by a suitably qualified professional eg IT advisory teacher, occupational therapist

Strategies within our provision include:-

- Finding ways in which all pupils can take part in the full curriculum including PE, music and drama.
- Planning out-of-school activities, journeys and excursions so that pupils with disabilities can participate.
- An admissions policy which does not discriminate against pupils with disabilities or treat them unfairly.
- Planning and improving the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff.
- Using language in all its literature which does not offend and making staff and pupils aware of the importance of language.

We monitor:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Admissions | Office |
| <input type="checkbox"/> Attainment | DH/HT |
| <input type="checkbox"/> Attendance | SEND Lead and Parent Liaison Officer |
| <input type="checkbox"/> Punctuality | SEND Lead and Parent Liaison Officer |
| <input type="checkbox"/> Effects of the physical environment | SEND Lead and Parent Liaison Officer |
| <input type="checkbox"/> Rewards and sanctions | DH/HT |
| <input type="checkbox"/> Exclusions | HT |
| <input type="checkbox"/> SEN Register | SEND Lead and Parent Liaison Officer |
| <input type="checkbox"/> Effects of intervention programmes | SEND Lead and Parent Liaison Officer |
| <input type="checkbox"/> Extra-curricular activities | Pupil's Champion |
| <input type="checkbox"/> Homework | Classteachers |
| <input type="checkbox"/> Selection and recruitment of staff | Staffing and Finance Committee |
| <input type="checkbox"/> Governing body representation | Clerk |
| <input type="checkbox"/> Parents' involvement in the life of the school | DH/HT |

Publications for Guidance

The Disability Discrimination Act (1995/2005) and single Equality Act (2010)

Implementing the Disability Discrimination Act in Schools
and Early years settings (copy in Office)

Gloucestershire CC Accessibility Strategy
April 2003 - April 2006
(Copy in Office)

Accessible Schools: Planning to increase access to schools
for disabled pupils. Issued to all schools in June 2002

Schools Disability Code of Practice. DRC

SEN Code of Practice (2014)

DfES Guidance on Inclusive Schooling DfES

National Curriculum 2000 Inclusion Statement

DfES: Access for disabled people to school buildings
(BB91) DfES

DfES: Guidance on constructional standards for schools
(July 2001). DfES

Useful telephone numbers

Disability Rights Commission 0207 828 7022

DfES Publications 0845 602 2260

Date: February 2010

Signed..... (Chair of Premises)

Reviewed: Feb 2011

Reviewed: November 2012

Reviewed: June 2014

