

Bullion Lane Primary School

Disability Equality Policy

1. Statement of Vision and Values

This document relates directly to the key duties of the *SEND and Disability Act 2001* which extended the *Disability Discrimination Act 1995* to cover education. The key principles are:

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

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.

Bullion Lane Primary School caters for pupils from FS1 through to KS2. It serves a varied catchment area and provides well for identified disabilities and provision for medical needs.

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.

2. Equality of Opportunity

The School Curriculum

Where possible pupils with disabilities are fully involved in the normal school curriculum, this includes access to P.E and practical subjects for most pupils with disabilities. 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 and the PSE is supported and appropriate arrangements requested in line with guidance to maximise access and achievement.

The School Environment

Bullion Lane Primary school allows access for all pupils. The school has a parking area which is next door to the main playground and the school grounds. There is an accessible indoor toilet with wheelchair access.

Extra-Curricular and Social Activities

All pupils are encouraged to take part in extra-curricular activities and events. Pupils with disabilities take an active role in these activities of their choice.

Staff organising school visits and trips 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 are considered when any visit or trip is planned and appropriate provision made.

3. Preventing Discrimination

In accordance with the SEND and Disability Act 2001 and the Disability Discrimination Act 1995, Bullion Lane 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.

4. Preventing Harassment

Bullion Lane 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 as well as Buddies. 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 pupils instigating harassment and bullying.

5. 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 pupils who do not have disabilities. This inclusive ethos not only enhances the school experience for the pupil with disabilities, 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.

The PSHE and Citizenship curriculum and the national SEAL initiative are used to promote the understanding of disabilities in the school. There is also the intention to invite representatives from the wider community to present assemblies or talks to the children. Pupils engage in activities and discussions to enhance their understanding and consideration of those in society with disabilities and prolonged illnesses, and the discrimination they may face. 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 may be asked to advise and guide staff.

6. Participation in School Life

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

Monitoring & Evaluation Comments

Signed: _____ **(Chair Of Governors)**

