



THE FEDERATION OF SINGLEGATE AND WILLIAM MORRIS AND WILLIAM MORRIS PRIMARY SCHOOL

DISCRIMINATION AND DISABILITY POLICY

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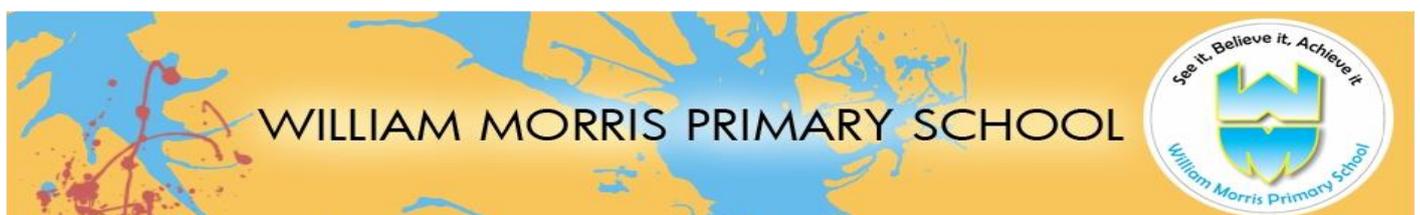
School Ethos, Vision and Values

Singlegate and William Morris Primary School are committed to ensuring equal treatment of all its children, staff, families and any other involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to provide a qualitative and inclusive education for each pupil ensuring that we:

- ✓ provide a teaching and learning environment that is focused on teaching, learning and achievement
- ✓ create a happy, sensitive and stimulating atmosphere, where the child and families feel welcome
- ✓ provide an environment within which staff, Governors, families and the community can work together in harmony for the benefit of all children
- ✓ provide a place where children are constantly challenged by a programme of work, which develops their talents to the full and which provides a basis for social and academic skills, where autonomy and self discipline are encouraged
- ✓ help the children to develop an understanding of the cultures of others and beliefs and develop co-operation with and sensitivity to others
- ✓ foster moral development; care for the environment and the wider community, as well as developing an awareness of concern of what is going on in the world
- ✓ equip each child with strategies to cope with the challenges of the next stage of their education, by trying to ensure that each child achieves her/his potential.

In order to achieve our aims inequalities will be challenged and children will be provided with equal access to all that the school has to offer, regardless of special needs, culture, race, class, sex or disability.





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:-

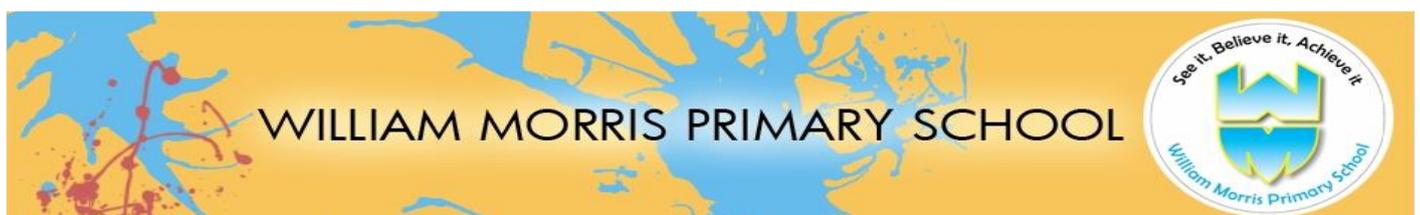
- people with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- for a mental impairment the need for it to be clinically well recognised has been removed .

A child identified as having Special Educational Needs may or may not be defined as having a disability, depending on the type and severity of the need. Children with long-term medical needs are to be treated as disabled for the purposes of the Act. This is in addition to all children with long-term impairments, which have a significant impact on their day-to-day activities. We recognise that children with social and behavioural difficulties may also be classed as having a disability as defined in the Act.

Inclusion Statement

At Singlegate and William Morris Primary School we believe that all children have a basic human right to be educated with their peer group. We are therefore committed to promoting inclusion of all children, whatever their age, ability, gender, race, special educational needs, impairment or background. We believe that learning and teaching, the achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve the best that they are capable of achieving. At Singlegate and William Morris Primary School all children will have the opportunity to fully engage with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.





The General Duty

At Singlegate and William Morris Primary School we actively seek to:

- ✓ promote equality of opportunity between disabled persons and other persons
- ✓ eliminate discrimination that is unlawful under the Act
- ✓ eliminate harassment of disabled persons that is related to their disability
- ✓ promote positive attitudes towards disabled persons
- ✓ encourage participation by disabled persons in public life
- ✓ take steps to take account of disabled persons disabilities, even if this requires more favourable treatment .

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by the school. (DDA 2005 S49A)

Admissions

In line with the LA and school policy children with disabilities must be treated as other applicants in the admissions process and in any subsequent appeal. At Singlegate and William Morris Primary School we are committed to admitting children with disabilities and will make reasonable adjustment to ensure reasonable access to the school building, curriculum and all school activities.

We will admit all pupils with a Statement of Special Educational Needs unless it is incompatible with the wishes of the parents or the education provisions of the other children in the school or class.

We aim to work in close consultation with families and supporting agencies to ensure that the admission of a child with disability is carefully managed to ensure that it is smooth.

Involvement and consultation

It is a requirement that disabled children, staff and those using school services should be involved in the production of the Disability Equality Scheme.





At Singlegate and William Morris Primary School we will consult with disabled children, staff and service users in the development of our Disability and Discrimination Policy and Accessibility Action Plan to determine priorities for the school with regards to disability equality, through staff development meetings and Pupil Achievement Review days.

Developing a voice for disabled children, staff and families

Children with disabilities have ongoing access to circle time, school engine meetings, School Improvement questionnaires and assemblies – all vehicles used for the sharing of children's views.

The school, given its knowledge of families with disabilities, ensures that all communication is fully accessible by all.

The Governing Body

The Governing Body seeks to represent all members of the school community. All community members are encouraged to apply for vacancies.

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for families to vote for candidates are accessible to disabled people.

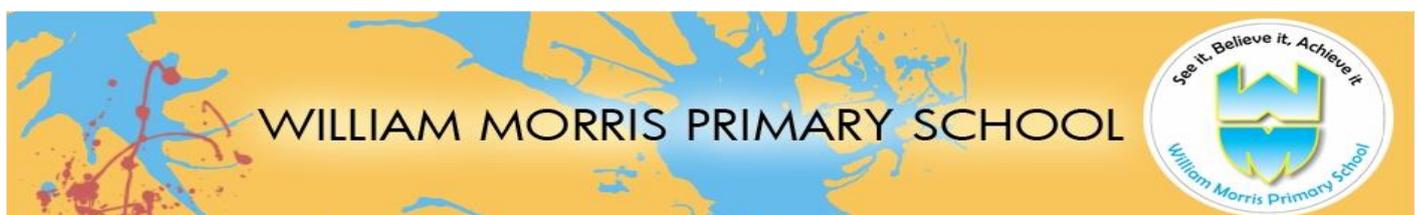
Removing Barriers

The actions identified in the accessibilities action plan seek to make the school more accessible to children, staff, families and anyone likely to use the school premises.

Information, Performance and Evidence Pupil Achievement

Pupil Achievement Review days (PAR) are held termly in order to ensure effective communication between families and staff. Targets are set and reviewed on a regular basis to support individual progress and achievement.

Children identified with Special Educational Needs or disabilities have additional appointments offered in the form of 'drop in' sessions held with Special Educational Needs Coordinator (SENCo). Individual Education Plans are reviewed in order to ensure the best possible provision of needs.





Learning Opportunities

Children with learning, attention, physical, communication, social, emotional or behavioural disabilities will have an Individual Education Plan (IEP), which identifies the strategies and/or resources which will be targeted to support their progress. Any necessary adjustments for children with medical difficulties will be made. Ongoing links are maintained with a range of outside agencies.

All reasonable adjustments are made to ensure access to all learning opportunities. The curriculum reflects the needs of all children and planning and teaching is regularly monitored as part of the process in ensuring that needs are met. Training continues to be delivered to ensure that the needs of the children with disabilities are met, eg epilepsy, diabetes, autism and so forth.

Admissions, transitions, exclusions

At Singlegate and William Morris Primary School exclusion from school is always used as a last resort in extreme cases in line with the Behaviour For Learning Policy and the Revised Guidance on Exclusion from School 2007.

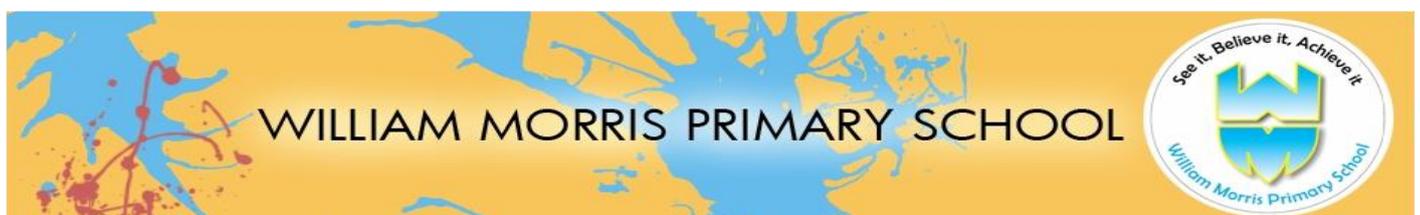
We have a range of whole school positive behaviour management strategies for supporting children at risk from exclusion. Staff training in behaviour management will always include positive strategies for working with children at whole school, class and individual level.

There are two types of exclusion:

Fixed: A fixed exclusion can last between one and five school days, but not more than fifteen days in any one term. When a fixed exclusion occurs the Headteacher must inform the Chair of Governors and Merton LA.

Permanent: Permanent exclusions occur when all attempts to address the situation have been exhausted and there has been no improvement.

When a permanent exclusion occurs, a special meeting will be arranged within ten days between the parents, Chair of Governors, Headteacher, a representative from the London Borough of Merton and the Education Social Worker. Parents may also bring a friend or legal representative.





Social Relationships

A lunch Club (“Social Squad”) supports children with and without disabilities to develop their social skills. Lunchtime supervisors are aware of children with relevant disabilities and actively encourage them to interact. A designated member of staff leads a small group to initiate and engage identified children when playing. Playground buddies and the use of a ‘friendship stop’ further support interaction. Advice and recommendations are sought from appropriate external agencies as necessary.

Employing, promoting and training disabled staff

At Singlegate and William Morris Primary School we advertise, interview and employ in a non-discriminatory manner with more than one member of the leadership team directly involved in all appointments.

