



# Disability and Discrimination Statement

## Policy Data Sheet

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## 1. Introduction

**Longsight Community Primary welcomes people with disabilities and will comply with the requirements of the Disabilities Discrimination Act 1995 (DDA 95), the Special Educational Needs and Disability Act 2001 (SENDA 01), and the Disability Equality Duty 2005 (DDA05). Longsight Community Primary will make all reasonable adjustments to meet the needs of individual students, parents/carers, staff and other people from the wider community.**

A disability is defined as: *A physical or mental impairment which has a substantial, long term (at least a year) and adverse effect on the ability to carry out normal day to day activities. (Equalities Act 2010)*

According to the Disability Discrimination Act 1995, an impairment is to be treated as affecting the person's ability to carry out normal day to day activities, only if it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech
- hearing
- eyesight
- memory
- ability to concentrate
- ability to learn
- ability to understand
- ability to perceive the risk of physical danger

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is 'clinically well recognised'; although the person must still demonstrate a long term and substantial adverse affect on his/her ability to carry out normal day to day activities.

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Longsight Community Primary is committed to inclusion and supporting learning for each individual. We aim to provide appropriate support, resources and facilities to meet individual needs and to encourage all students to achieve.

Longsight Community Primary recognises that under the Data Protection Act all students are entitled to complete confidentiality when they disclose a disability. However we would wish for appropriate disclosure so that we can implement any provision for the student to support them and their needs.

## **2. Accessibility**

All schools were required by the SEN and Disability Act (2001) to develop accessibility plans. The development of the plan required schools to undertake an audit focussing on three aspects, please see Appendix A, The Accessibility Plan

Developing participation in the curriculum for students with disabilities

Developing physical access to the site and buildings

Improving access to information for parents and pupils with disabilities

Any current accessibility plans will be revised in light of the requirements of the Disability Equality Duty 2005.

## **3. Our Inclusive Approach**

- Longsight Community Primary will strive to meet the needs of all individual students, staff, parents and carers and other site users by ensuring they have access to appropriate facilities, support and learning resources including staff. Longsight Community Primary will achieve equality of opportunity by ensuring the following:
- Provision for learners with learning and behaviour difficulties and disabilities will be an integral part of the equal opportunities policy
- Longsight Community Primary will ensure that any future building programmes will comply with revised legislation at the time of the building programme and ensure new/remodelled buildings are accessible and

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meet the varying requirements of those with disabilities; learners, parents/carers, staff and members of the wider community

- Longsight Community Primary will continue to liaise with external organisations to promote inclusive learning and access to learning opportunities
- Longsight Community Primary will ensure that staffing levels are appropriate to individual learner's needs.
- Promotional and publicity material will reflect the positive image that Longsight Community Primary is accessible to all irrespective of their learning difficulties or disabilities
- Longsight Community Primary admissions procedure will give potential learners and/or parents/carers the opportunity to register a learning difficulty and/or disability in order that Longsight Community Primary can make appropriate arrangements to meet the individual need
- The admission procedure will ensure that the learner will be provided the most appropriate learning or behaviour programme to meet the individual's need and will receive initial assessment as appropriate
- Counselling and guidance will be made available to all learners with the option of referral for specific inter-agency support
- Longsight Community Primary will continue to raise the awareness of all staff of the Equal Opportunities Policy and managing diversity and differentiation in the classroom
- Longsight Community Primary will provide specialist support and training for staff involved in teaching learners with a learning or behaviour difficulty and/or disability
- Longsight Community Primary will ensure that Health and Safety legislation is taken into account and special measures are taken so not to compromise the health and safety of learners, parents/carers, staff and members of the wider community with a learning difficulty and/or disability.
- Longsight Community Primary will arrange specialist support depending on the individual's need; this will be initiated after discussing requirements

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with the individual, in the case of a student also with their parents/carers. For students, support can be altered according to any changes in their level of need and will be agreed in their support plan.

*Examples of additional support may include, but is not restricted to;*

Communication e.g. using a signer or Braille

Note taking for the learner

Equipment and technology, including sound-field systems or similar and vibrating alarms

Large PC screens and specialist software

Additional time to complete coursework

A personalised approach to learning

Longsight Community Primary recognises that to provide the best possible support it will require specialist guidance so will liaise closely with Social Services, Education Departments, Educational Psychologist, Unions and other support agencies.

Longsight Community Primary will enable all students to sit examinations that are appropriate to their curriculum and will, with discussion, provide any reasonable specialist support required to do so. Notification to examination boards will be required, so advanced application is essential. This is both the duty of Longsight Community Primary to provide and the student and parents/carers to request.

Examination boards permit special arrangements for clearly defined reasons. These include:

Physical disability

Visual impairment

Hearing impairment

Specific learning difficulties

Mental health difficulties

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Special arrangements such as extra time and for those students with a temporary disability can be made at the time of the examination.

Longsight Community Primary welcomes positive comments to enable it to provide the best possible experience for all its students, parents, staff and members of the wider community.

#### **4. Monitoring, Evaluation and Review**

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness.

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## Accessibility Plan 2019-2022

Objective	What	How	When	Goal Achieved
<b>Developing participation in the curriculum for students with disabilities</b>				
<b>Improve provision for children with ASD/ADHD/SEMH and related language and communication difficulties.</b>	<b>Develop staff's knowledge and skills in supporting children with ASD/ADHD/SEMH</b>	<b>Training and support through Bridgelea and Rodney House and Local and national SEND training offers.</b>	<b>2020/21</b>	<b>Staff have increased confidence and skills in working with children with ASD/ADHD/SEMH and related disorders</b>
<b>All out-of-school activities are planned to ensure the participation of the whole range of pupils.</b>	<b>Review all out-of-school provision to ensure compliance with legislation.</b>	<b>Phase Leader meeting</b>	<b>2020</b>	<b>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</b>

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<b>Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.</b>	<b>Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases</b>	<b>Environment check and compliance</b>	<b>Autumn HT1 every year</b>	<b>Lessons will start on time without the need to make major adjustments to accommodate the needs to individual pupils.</b>
<b>Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.</b>	<b>SENCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.</b>	<b>SLT meeting</b>	<b>Spring Term Annually</b>	<b>All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.</b>
<b>Developing physical access to the site and buildings</b>				
<b>Ensure compliance with DDA and Code of Practice</b>	<b>Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan</b>	<b>Staff meeting Governors meeting</b>	<b>Spring term &amp; Summer term 2020/21</b>	<b>School complies with requirements of DDA and Code of Practice</b>
<b>Ensure that all areas of school building and grounds are accessible for all children and adults and to</b>	<b>SEN staff to audit accessibility of school buildings and grounds.</b>	<b>Audit with H&amp;S lead</b>	<b>Autumn 2019 the permanent build</b>	<b>Any modifications needed will be made to the school building</b>

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<b>continue to improve the access of the physical environment for all.</b>				<b>and grounds that are needed to facilitate ease of access for all</b>
<b>Improving access to information for parents and pupils with disabilities</b>				
<b>Improve availability of written material in alternative forms</b>	<b>School aware of City Council services for converting written information into alternative formats.</b>	<b>SENCo researches and discusses with services</b>	<b>Spring term 2020</b>	<b>School able to deliver information to all pupils and parents with disabilities</b>
<b>Website to support visual impairment and Dyslexia.</b>	<b>Adapt the website to enlarge text and change background colour</b>	<b>Work with Website company to make the necessary changes if appropriate</b>	<b>Spring 2022</b>	<b>School able to deliver information to all pupils and parents, members of the public with disabilities</b>

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