



Disability Non-Discrimination Policy

Sherrardswood School

1. Introduction

From October 2010, The Equality Act replaced most of the previous Disability Discrimination Acts (DDA) of 1995 and 2005. However, the Disability Equality Duty found within the DDAs continues to apply.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has 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.”

3. Key Objective

To reduce and eliminate barriers to access to the curriculum, and to full participation in the school community for pupils, and prospective pupils, with a disability.

4. Principles

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy.

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against pupils with protected characteristics in their admissions and exclusions, and provision of education and associated services
- Not to treat people with protected characteristics less favourably
- To take reasonable steps to avoid putting pupils with protected characteristics at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, staff will have regard to the DRC Code of Practice (2002)

The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles of the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

5. Activity

(This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objectives (above).)

a. Education & related activities

The school will continue to seek and follow the advice of outside agencies such as specialist teachers, advisers and SEN advisers, and of appropriate health professionals from the local NHS Trust.

b. Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishing of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c. Provision of information

The school will make itself aware of local services, for providing information in alternative formats when required or requested.

Date	Position	Name of Reviewer	Date of Next Review
August 2018	Headmistress	Mrs A. Wright	August 2019