

Greenfield Primary School

Disability Policy

OVERVIEW

Our commitment to meeting our duty under the provisions of the Disability and Discrimination Act 2006 will underpin all that we do at Greenfield Primary School. No one will be treated less favourably than others. Greenfield Primary School will endeavour to meet the individual needs of all, including those with physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We will anticipate the needs of those with disability and make reasonable adjustments to ensure that their needs are met to give them access to all aspects of the school's life. All members of the school community be involved and consulted in the process of implementing our statutory duty.

INTENT

1. To ensure that all learners receive their entitlement to a broad, balanced and relevant curriculum.
2. To ensure that provision for learners with disability is central to curriculum planning, teaching and learning.
3. To recognise, celebrate and record learners' achievements, progress and successes to encourage a positive self-image.
4. To ensure that those with management responsibility and individual staff accept responsibility for planning, organisation and delivery of appropriate educational material to pupils' disability.
5. To ensure that learners and parents are fully involved at every stage in the provision made by the school.
6. To establish an Accessibility Action Plan to increase the extent to which those with disability can participate fully in the life, curriculum and extended schooling curricular activities.
7. To have a phased plan to improve the physical environment so that all can take advantage of all the services and education provided by the school.
8. To improve the access and delivery of information to those with disadvantage that would normally be provided in writing to other members of the school community.
9. To ensure that within the school budget appropriate funding is provided to underpin the Accessibility Action Plan.

IMPLEMENTATION

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school give all learners access to the whole curriculum.
2. The school will regularly conduct an audit of its facilities for the disabled, including access to the building, and make those modifications possible within the limitations of the budget
3. Parents will be involved and consulted about the provision being offered by the school.
4. The Special Educational Needs Coordinator will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to ensure effective liaison with appropriate support agencies and outside agencies.
5. The assessment of disability will be diagnostic in nature and constructive in practice, with appropriate involvement of parents and relevant members of staff.
6. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
7. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of materials in subject areas and specific advice to subject staff.
8. Active participation of parents in the teaching and learning process will be encouraged.
9. The positive achievements of pupils will be celebrated and recognised.
10. Pupils with EHCPs will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

IMPACT

This policy has played an important part in the educational development of individual pupils. It has ensured that pupils with disability are treated as favourably as others and that the school has made reasonable adjustments to avoid disadvantaging disabled pupils. Pupils with disability have been treated as equal and valued members of the school community. At Greenfield Primary School we have been committed to meeting the needs of each individual, especially those identified in the 2010 Equality Act. All protected characteristics have been recognised, accepted and embedded in all areas: these have included disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual; homosexual, bi-sexual, trans-sexual.

Signed: _____
Headteacher

Date: _____

Signed: _____
Chair of Governors

Date: _____

Review Date: _____

Disability Policy			
Version	Date	Amended by	Comments
1	September 2014	Mike Wood, Headteacher	Reviewed and Amended
2	October 2014	Full Governing Body	Reviewed and Ratified
3	December 2015	Full Governing Body	Reviewed and Ratified
4	June 2018	Mike Wood, Headteacher	Reviewed and Amended
5	July 2018	Full Governing Body	Reviewed and Ratified
6	October 2020	Catherine Snape, SENDCo and Mike Wood, Headteacher	Reviewed and Amended
7	Nov 2020	Full Governing Body	Reviewed and Ratified
8	February 2025	Full Governing Body	Reviewed and Ratified

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Disability and Discrimination Physical or Mental Impairment	Objectives and strategies to meet learners needs. Monitoring and evaluation SEND Training	Commitment to meet duty under the provisions Equality Act 2010 which replaced the Disability Discrimination Act 1995.	All Stakeholders	Completed electronically Paper Version filed	Held on file while policy is operational or linked to past decision making. Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		