

# HALL SCHOOL WIMBLEDON

## DISABILITY DISCRIMINATION POLICY

### INTRODUCTION

Our school's aims refer to valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of any disability.

This policy should be read in conjunction with the school's Equal Opportunities and Anti-prejudicial Discrimination policies, and our Accessibility Policy and Plan.

The Equality Act 2010 seeks to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services. From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfill our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

### WHAT IS DISABILITY?

The Equality Act 2010 states that a person suffers from a disability if he or she has "a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives. Disability is not the same as special educational needs- not all children who are defined as having a disability have special educational needs, and vice versa.

### AIMS AND OBJECTIVES

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

- We will ensure that pupils with disabilities have the same opportunities as nondisabled pupils to benefit from the education our school provides.
- We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.
- We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

## **REMOVING BARRIERS**

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

## **THE PHYSICAL ENVIRONMENT**

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing setting down and picking up points, ramps, handrails and lifts;
- movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, soundproofing for pupils with impaired hearing, and medical rooms;
- furniture, by procuring rise and fall tables and sinks ;
- information and communication technology, by selecting appropriate hardware and software, and by using minicomms;
- signage, by putting it in clear print.

## **THE CURRICULUM**

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out of school activities and school trips in such a way that pupils with disabilities can participate.

- We use language that does not offend, and we make staff and pupils aware of the importance of language.
- Our library, reading books and other resources contain positive images of people with disabilities.
- The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom

organisation, the deployment of support staff, timetabling and staff training.

- Many of the adjustments we make are dependent upon individual needs, and we are able to provide more individualised approaches. Individual Education Plans are effective and manageable.
- We seek and respond to guidance from the parents and the children.

## **INFORMATION**

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly.

We always take account of disabilities, be they the pupils' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

## **STAFFING**

When advertising posts, or interviewing applicants, or deciding on appointments, the recruiting staff will follow the necessary procedures, and will not discriminate against people with disabilities.

Should a member of staff become disabled, the school will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

This school will liaise with specialists where possible to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies.

## **HEALTH AND SAFETY**

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.

The school has members of staff qualified in giving first aid treatment, and the emergency services will be called, should they be required.

## **POLICY INTO PRACTICE**

The Head is responsible for the school's duty not to discriminate.

The Head will ensure that all members of staff are aware of their responsibilities to all pupils.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities, and ensure that all school policies, including the Equal Opportunities and Anti-judicial Discrimination policies, are followed at all times.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Annex A details the arrangements for Hall School Wimbledon as an Examination Centre.

## **MONITORING AND REVIEW**

The Head monitors the application of the school's disability discrimination policy on a day to day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

## **ANNEX A**

### **Hall School Wimbledon Examination Centre**

It is the responsibility of the Examination Centre to ensure that disabled candidates do not receive less favourable treatment and reasonable adjustments are made to remove any substantial disadvantage experienced by a disabled candidate.

This responsibility extends to the setting and marking of examinations and assessments but in the first instance, the Examination Centre must consider hiring invigilators who might be disabled, all invigilators must be trained in using appropriate language when dealing with disabled candidates.

The Examination Centre is required to be accessible to meet the terms of the Equality Act 2010. Most of the terms of this accessibility are already in place but some adjustments would have to be made as required. These include

1. Removal of obstacles to allow easy access for wheelchairs.
2. Examination rooms on the ground floor near emergency exits, where required.
3. Choice of rooms when housing a disabled candidate separately would require appropriate access and suitable decoration that is unlikely to cause discomfort.
4. Ensuring that both disabled candidates and staff would be aware of the emergency evacuation procedures to enable candidates to be safely evacuated from the building whatever their disability or impairment.
5. Signage, which includes raised text, pictorial symbols, arrows and Braille. Braille signs requiring small, tactile arrow on left side.
6. Signage for fire evacuation which should also include pictorial symbols.

### **Floor Plans and Fire Alarms**

Should we have aurally impaired candidates, it would be good practice to put into place a handheld vibrating alarm. ([www.deaf-alerter.com/website.html](http://www.deaf-alerter.com/website.html)) Fire alarms may require both aural and visual alerts. Floor plans should be placed at main entrances and at designated areas within buildings e.g. close to stairways, with symbols clearly marking areas and should include instructions for visually impaired candidates to enable them to locate staircases, accessible toilets and examination rooms.

### **The Candidate Experience**

The Equality Act 2010 covers the full range of policy formation, from access and Examination Centre arrangements to creating an accessible complaints procedure. Key guidance for the Examinations Office is to be taken from Access Arrangements, Reasonable Adjustments and Special Consideration Regulations and Guidance booklet produced by the Joint Council for Qualifications (JCQ).

At HSW, Access Arrangements are monitored on an on-going basis from Year 7, with screening in Years 7 and 9, to ensure that the particular needs of a disabled candidate are met without affecting the integrity of the assessment. Access Arrangements will reflect the support usually given to a candidate in the classroom and/or in internal school tests and mock examinations. The candidate will have appropriate opportunities to practice using the relevant Access Arrangement prior to their first external examination. Documentary evidence relating to candidates requiring Access Arrangements is kept in order to meet the JCQ regulations for any Access Arrangement.

Where overnight supervision is required on the occasion of an Examination Clash, there may be sensitivities over issues of support and dietary requirements.

In the run up to examinations, invigilators are trained in how to perform their role effectively with candidates who require Access Arrangements.

When examination results are published, the Examinations Office observes good practice by making arrangements to publish the results in an area/room, which is accessible with consideration given to post-result support.

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