



“Longwoodese – A Language We All Speak”

Promoting

- Enthusiasm
- Experience
- Expertise
- Emotional Intelligence and Wellbeing
- Environment

Disability Policy

Agreed: December 2017

Last Reviewed and amended: June 2021 by CM

Next review due: August 2023

Disability Discrimination Act (DDA) 2005

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’.

The DDA 2005 places a duty to promote disability equality. This requires everyone at Longwood School and Nursery to:

- Eliminate discrimination
- Eliminate harassment related to disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people in public life
- Take steps to take account of disabled people’s disabilities even where that involves treating disabled people more favourably than other people

Key Objectives at Longwood School and Nursery:

- not to treat disabled staff or pupils ‘less favourably’
- to make reasonable adjustments to ensure that disabled staff and pupils are not at a substantial disadvantage
- to draw up plans to show how, over time, staff will increase access to education for disabled pupils (school accessibility plans)
- to comply with the Disability Equality Duty
- to prepare, publish, implement and report on a Disability Equality Scheme
- to seek and follow advice of LEA services, other professional bodies, special advisers (including SEN) and appropriate health professionals

The Disability Equality Duty includes an important duty to eliminate harassment of disabled people that is related to their disability. Staff can refer to the Equal Opportunities Policy, Anti-bullying policy, and / or speak to the Headteacher or Supervisory staff for advice.

Longwood School and Nursery 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 parent’s and the child’s right to confidentiality.

Disability

Answering the four questions below will help you decide if a pupil is disabled.

1. Does the pupil have difficulty with any of the following ‘normal day-to-day activities’ ?

- Mobility: getting to / from School, moving about the School and / or going on school visits?
- Manual dexterity: holding a pen, pencil or book, using equipment, playing a musical instrument, throwing or catching a ball?
- Physical co-ordination: washing or dressing, taking part in games and Physical Education?
- Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items?
- Continence: going to the toilet or controlling the need to go to the toilet?
- Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?
- Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?
- Eyesight: ability to see clearly (with spectacles / contact lenses where necessary), including visual presentations in the classroom?
- Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?
- Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is the pupil's difficulty caused by an underlying impairment or condition?
3. Has the pupil's impairment or condition lasted, or is likely to last, more than 12 months?
4. Is the effect of the pupil's impairment or condition 'more than minor or trivial'?

If the answer is **yes** to questions 1 to 4, then the pupil is probably disabled under the Disability Discrimination Act. If the pupil receives medical or other treatment to reduce or remove the condition, he / she may still be disabled. The test is whether the effects would recur if he / she were to stop this treatment.

Longwood School and Nursery - Disability Equality Scheme

The scheme will contribute to the review and revision of any policies or procedures including:

- SEN
- Equal Opportunities (staff and pupils)
- Curriculum
- Anti-bullying Policy

Longwood School and Nursery will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as any areas which require improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Senior Management Team (SMT) Mrs May, (the headteacher), Alison Lapihuska, (the Nursery Manager) and Mr Livesey, the Proprietor are responsible for the Disability Equality Scheme.

The SMT will:

- a) Agree when and where to meet on an annual basis or more frequently
- b) Keep minutes of meetings and pass to all members of the SMT
- c) Seek views and opinions from all stakeholders (parents / staff / older children)
- d) Seek advice from professionals as necessary, as well as teachernet
- e) Gather and confidentially record information about disabled children and staff
- f) Develop courses of action to be taken to enable needs to be met
- g) SMT will set-up an action plan when necessary. This will highlight achievable goals and time frames
- h) Determine reasonable adjustments in accordance with the DDA
- i) Implement the action plan, but continually review the needs of the current / new pupils
- j) Publicise and report action
- k) Review and revise the any action plan

The following guidance – Accessible Schools: Planning to increase access to schools for disabled pupils, issued by DfES 2002, ref No: LEA / 0168/2002 and the Accessibility Planning Project should be consulted.

Annually in September

SMT will meet to discuss plans to support all stakeholders (children, parents and staff). A questionnaire will be produced to help stakeholders explain their views, needs and propose how any changes could be implemented, both physical and with curriculum support. This questionnaire will be discussed but include the following points:

Please write relating to the points listed. Please return what you have written to the office in a sealed envelope marked for the attention of the head teacher.

All information written will be kept confidential by the SMT. This will enable them to make plans A Disability Equality Scheme for the future to benefit everyone.

- Staff - Please inform us of any disability that affects you, your work and accessing Longwood.
- Parents – Please inform us of any disability that affects you, your child or anyone accessing Longwood.
- What changes could be made to help you in your work with regard to your disability?
- Staff are to read and act on the SEN Policy which includes disability.

Annually in October

The questionnaire will be emailed or posted to all stakeholders and posted on the website for prospective parents linked to the registration form.

Annually in November/December

SMT will look at the following in relation to the questionnaires with reasonable and practical plans drafted.

Allocating time for classroom assistants for behaviour and curricular support for children with Special Needs.

Addressing the training needs for the classroom assistants.

Seeking outside support ongoing for all aspects of needs across both (physical) and other needs (medical, curriculum).

Making private meeting areas accessible to allow greater confidentiality in meetings.

Conducting risk assessments and successful adaptation of teaching to allow children with short-term disability to receive full entitlement to curriculum.

Providing accessible parking spaces installed for disabled people.

Making classrooms and central areas of the main school easier access with suitable toilet and washing facilities.

Implement reasonable adjustments (physical) and plans of action to support children, parents and staff.

As necessary

Review needs of attending stakeholders throughout the year and make reasonable adjustments ongoing.

Look at how to support stakeholders new to the school.