

# Disability Inclusion Policy

<b>Reviewed</b>	November 2017	<b>Leader of Policy Review</b>	Mr G Hughes
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## 1. Introduction

Hawarden High School is committed to giving all students every opportunity to achieve the highest standards. Furthermore, our Mission Statement talks of valuing the individuality of all children.

In line with the National Curriculum, we offer a broad and balanced curriculum. The expectations of all staff and all our pupils are encouraged to achieve the best that they possibly can, both in and out of the classroom.

We value and strive to develop positive attitudes for all students and do our best to ensure the well-being of all. We value and take account of the varied life experiences and needs of all students and staff.

This policy helps to ensure that Hawarden High School promotes the individuality and independence of all students, regardless of disability or impairment, gender, ethnicity, religion, attainment, age or background.

The Disability Discrimination Act (DDA) of 1995 was designed to end discrimination against disabled people and to improve access in all areas of life. New duties were put in place in 2002. The Special Educational Needs and Disability Act (SENDA) of 2002 provides that it is unlawful for schools and Local Education Authorities in Wales to discriminate against disabled students in:

Admissions,  
Exclusions,  
Education and  
Associated Services

From 1<sup>st</sup> October 2004 it has been unlawful to discriminate against disabled people when accessing public premises. Hawarden High School, as a public building, is therefore required to make 'reasonable adjustments' to promote and enable access.

The Equalities Act 2010 built further upon the legislation and strengthened the rights of disabled people in schools. Our school embraces the aims and values of this Act and strives to place disabled people to the forefront of our thinking so that they receive the opportunities for education and all experiences in our school as other non-disabled people do.

Hawarden High School Accessibility Plan details some of the changes required to:

Improve access to the physical environment of the school;  
Increase access for disabled students to the curriculum;  
Improve the delivery of written information to disabled students

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The Accessibility Plan is attached to this policy. The access needs of staff are not addressed directly in the Accessibility Plan, but aspects of staff inclusion do feature in it.

The Accessibility Plan needs to be available publicly. Therefore we publish information about it in our Governors' Annual Report to parents. We have dovetailed the Accessibility Plan with our School Development Plan and its targets are to be found in both documents.

The Accessibility Plan feeds directly into the LEA's Accessibility Strategy. A copy of this Strategy is kept in the school office. Similarly, the LEA's Accessibility Strategy is built upon information gathered from the Accessibility Plans of all its schools, including our school.

## 2. What is Disability?

The Equality Act states:

'a person has a disability if he or she has a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out day-to-day activities.'

Physical impairments include sensory impairments (vision and hearing). Mental impairments include learning difficulties.

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.

## 3. Aims of the Policy of Hawarden High School

Hawarden High School aims to be an inclusive school. We actively seek to remove barriers to learning and participation. Therefore equality of opportunity must be a reality for all our students and staff, including those who may be disabled.

We will ensure that disabled and non-disabled students alike benefit from the education our school provides.

We will not treat a disabled student or staff member less favourably than a non-disabled student or member of staff simply because of their disability.

We will treat disabled students and staff more favourably in order to achieve equal access for all.

We will make all reasonable adjustments to ensure that a disabled student or member of staff is not placed at a disadvantage.

We will do our best to anticipate the needs of a disabled student or staff member before they join Hawarden High School.

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## 4. Removing Barriers

Hawarden High School must make reasonable adjustments to ensure that students, staff members and the public are not disadvantaged.

Disabilities and impairments can limit student access to the building, the curriculum, and to information. Therefore, each teacher will address the individual needs of each student.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve Hawarden High School and to remove disabling barriers.

## 5. The Physical Environment

We will endeavour to improve provision for disabled students by developing the physical environment of the school, within the limits of the resources available.

The LEA's Accessibility Strategy states that it is responsible for adaptations which cost more than £100. The Strategy provides for two main approaches to improve physical access to the school:

The school building will be adapted in line with the specific access requirements of children with a disability who are admitted to the school.

As part of a rolling programme of development, to make improvements to various areas:

- Exterior access to the school
- Entry into and exit from the school
- Accessible toilet and personal needs
- Movement around the building
- All room accommodation within the building as well as furniture and other items
- Emergency and health and safety practices and procedures
- Information and communication technology

## 6. The Curriculum

Here at Hawarden High School, our teaching strategies enhance learning and participation in a broad and balanced curriculum. All lessons and out-of-school activities and school trips are fully inclusive.

We use language that does not offend, and we make staff and pupils aware of the importance of language. Our resources contain positive images of people with disabilities.

Reasonable adjustments to improve access to the curriculum will also include classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments we make are dependent upon a student's individual needs, which are reflected in their Individual Education Plans.

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We draw upon all sources available and therefore value and act upon comment and guidance from parents, carers and the students themselves.

## 7. Information

Upon request, information can be made available in alternative formats that are clear and user-friendly. This will include braille, audiotape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

## 8. Staffing

When advertising posts, interviewing applicants, or deciding on appointments the governors and staff will follow all necessary procedures. They will not discriminate against disabled people.

Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, including the premises, in order to enable them to continue in post. This will be done in consultation with the employee, their representatives, the LEA and other appropriate bodies.

Flintshire LEA runs courses regularly for the professional development and training of staff. This includes training in disability and inclusion issues. All staff are encouraged to attend them.

## 9. Specialist Support Available

Hawarden high School will liaise with specialists to support individual students. Among these specialists are the following: therapists, such as physiotherapists and speech and language therapists, school and community nurses and doctors, education psychologists, Inclusion Welfare Officers and the staff of the voluntary and statutory agencies. We benefit from the LEA's advice, and its provision through services such as the Integrated Disability services and the Learning Inclusion Service.

## 10. Health and Safety

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

Hawarden High School has members of staff qualified in giving first-aid treatment. The emergency services will be called, should they be required.

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All emergency procedures, such as in the case of a fire, include the arrangements for disabled students and staff. Each disabled person will have a designated carer (and back-up in the case of absence) who will help them exit the building. Policies and procedures will be followed and practised regularly.

## 11. Policy into Practice

The Governing Body is the responsible body for the school's duty not to discriminate. A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet these obligations.

The governor is: Cllr Mrs J Angell

The member of staff is: Mr Geraint Hughes

The Headteacher will ensure that all members of staff are aware of their responsibilities to all students without exception. All members of staff are fully committed to the policy of non-discrimination.

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

## 12. Monitoring

Hawarden High School has high expectations of all our students. We monitor a range of data to make sure that all students are making the best progress possible, and that none are underachieving.

Our monitoring includes:

- Admissions
- Attainment
- Exclusions
- Rewards and sanctions
- Parental and pupil questionnaires

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

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## 13. **Reviewing**

The named governor with responsibility for matters of disability inclusion has the responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. This governor also liaises with the LEA and other external agencies, to ensure that the school's procedures are in line with those of the LEA.

The LEA contact is Claire Sinnott  
Learning Advisor – Health, Well-being & Safeguarding  
Telephone: 01352 704054

The Headteacher implements the school's disability inclusion 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.

The Headteacher reports to governors annually on matters regarding disability inclusion.

This policy will be reviewed at any time on request from the governors, or at least once every two years.