**Silver Birch School**

**Disability policy and action plan**

**Issued:** 31/08/13

**Reviewed:** 19/08/18

**Next review date:** August 2019

# Introduction

This policy & plan was drawn up to be in accordance with the ‘Equality Act

2010’. It also draws from the planning duty in the Disability

Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA), the guidance set out in ‘Accessing School: Planning to increase access to schools for disabled students’ issued by the DFES in July 2002 and ‘The Disability Discrimination Act 2005’.

# Definition of Disability

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

“A person has a disability if he or she has 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”.

# Key Objectives

To reduce and, where possible, eliminate barriers to accessing the curriculum and for students to have full participation within the school community thus making “reasonable adjustments” in matters of admission and education to ensure that disabled students are not treated less favourably.

# Principles

Compliance with the ‘Equality Act 2010’ is consistent with Silver Birch School’s aims of our Equal Opportunities and Racial Harassment policy and the operation of Silver Birch School’s SEN policy.

 We undertake -

Not to discriminate against disabled students in their admissions and provision of education and associated services.

Not to treat disabled people less favourably.

To take reasonable steps to avoid putting disabled students at a substantial disadvantage

To publish an Accessibility Plan.

Silver Birch 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.

Silver Birch School provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum by:

Setting suitable learning challenges

Responding to students’ diverse learning needs

Overcoming potential barriers to learning and assessment for individual groups of students.

# Activity

## a) Education and related activities

 Silver Birch School will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisor and of appropriate health professionals and from local NHS trust.

## b) Physical environment

 At Silver Birch School we will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

## c) Provision of information

Silver Birch School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## d) Admissions

Silver Birch School will not use disability as a factor in the selection of students. Students with disabilities are encouraged to apply. The School will however, need to make an assessment of the needs of a child and be certain of being able to fully meet the needs of the child before a place can be offered.

# Action Plan

August 2015-2017

1. To arrange appropriate transport to enable all students to go on school trips.
2. To take into account the needs of disabled individuals in any relocation plan.
3. The procurement of an evacuation chair should at any time a student or new staff member be a wheel chair user.
4. Ensure there are PEEP’s (Personal Emergency Evacuation Plans) constructed for any visitors to the school who are wheel chair users, visually impaired or hearing impaired.