



# Yarrells School & Nursery

## INCLUSION AND NON-DISCRIMINATION POLICY

Policy Lead (Position (and Initials)): **SENDCo (CC)**

Date of Last Review: **January 2021**

Date of Next Review: **July 2022**

### Introduction

Our school values 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 well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Yarrells Preparatory School (YPS) recognises its duty not to discriminate against pupils who have a disability, with respect to the Disability Discrimination Act 1995 and its requirement that all providers should comply with two main duties

- not to treat a disabled child 'less favourably'; and
- to make 'reasonable adjustments' for disabled children

### What is disability?

The Disability and Discrimination Act states that 'a person suffers from 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 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

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.

We will work to ensure that pupils have equal opportunities 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 or 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 he or she joins the school. On registration, parents should give details about their child's disability. The school will then consult with the parents and where necessary, other professionals, to determine what reasonable adjustments could be made so the child has access to the school and its curriculum.

### **The physical environment**

YPS 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.

### **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 all pupils 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.

We also invite representatives from community groups to talk to children about disabilities, and sometimes people with disabilities come in to school to help educate children and promote a greater understanding of people with disabilities.

The school regularly reviews the way 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.

### **Information**

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 school will follow the necessary procedures, and will not discriminate against people with disabilities.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school will liaise with specialists 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.

The Head will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

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

## **Monitoring and review**

The Head, along with senior leaders, implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy.

This policy may be reviewed at any time, or at least once every two years.