

Wisbech School Disability Equality Policy

Legal Status:

- Special Educational Needs and Disability Act (SENDDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)
- Special Educational Needs and Disability Code of Practice: 0-25 years. Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities, July 2014.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents:

- Admissions Policy, Behaviour Management, Curriculum Policies
- Single Equalities Policy (which includes Equal Opportunities, Racial Equality and Anti-bullying)
- Health and Safety, Inclusion Policy
- Learning Outside the Classroom, Reasonable Adjustment Policy
- Safer Recruitment, School Improvement/Development Plan
- Special Educational Needs and Disability Act (SENDA) and Special Educational Needs and Disability Policy

Availability:

This policy is made available to parents, carers, staff and pupils from the school office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Proprietors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: July 202



Jeremy Wiles

**Group Executive Director- Children's
Services**

Date: July 2024



Tawanda Madhlangobe

Headteacher

July 2025

Disability Equality Policy

Compliance with the Special Educational Needs and Disability Act (SENDDA)

And the Special Educational Needs Code of Practice in force from August 2014

The Headteacher of Wisbech School has a proactive approach in ensuring that there is no discrimination against disabled children and prospective children in the provision of education and associated services in Wisbech School and in respect of admissions and exclusions. Improving access to education and educational achievement by disabled children is essential to the Proprietor's policy of ensuring equality of opportunity, full participation in society and the economy.

We are committed to Disability Equality and understand the need to embrace the spirit of the Disability Equality Duty detailed in the Disability Discrimination Act 2006 (DDA) and the Equality Act 2010. Through a positive approach we actively work towards disability equality, with our pupils, parents/guardians and staff. We note that the Duty is grounded in the Social Model of Disability and undertake to understand the implications of this and ensure it is embedded in the school culture and informs the way we apply the Duty. The school's ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society. This policy and the Accessibility Plan contribute to the review and revision of related school policies as follows:

- School Improvement/Development Plan
- Special Educational Needs and Disability Act (SENDDA);
- Equality and Diversity Policy (Equal Opportunities, Racial Equality and Anti-bullying);
- Curriculum Policies;
- Admissions Policy;
- Inclusion Policy;
- Learning Outside the Classroom.

Wisbech School is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled. Wisbech School therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments. Disability discrimination law covers employment, the provision of services and the provision of education. It is the policy of the School to comply with the DDA. All documentation in Wisbech School (policies and procedures) take into account the implications of the DDA.

The Equality Act 2010 requires that building owners and/or occupiers (service providers) do not discriminate against disabled people when providing goods, facilities, services and premises. This means that where facilities and services are provided for people who are not disabled, then similar facilities and services should be provided for disabled people. Service providers are also required to take reasonable steps to:

- Change any practice, policy or procedure which prevents disabled people from using a service.
- Make reasonable adjustments to remove physical barriers which prevent disabled people using a service.

Definition of Disability

The definition of disability is the same as for disability discrimination in the employment field. "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." Reference to disabled people includes disabled children, young people and adults, as pupils, employees, proprietors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. Disabilities may, for example, include epilepsy, learning and

behavioral difficulties, as well as the “traditionally” recognized disabilities. There are, however, specific exclusions for substance dependency, seasonal allergies, and tendencies to steal, start fires or physically/sexually abuse

The *Special Educational Needs and Disability Act 2001*:

- provides for disabled children by preventing discrimination against them at school on the grounds of disability;
- grants jurisdiction to Special Educational Needs Tribunals to hear claims of disability discrimination;
- revises and reforms the existing Special Educational Needs regime (“SEND”);
- imposes new planning duties on independent schools.

It is the policy of our school to ensure that we do not discriminate against a disabled child by:

- treating a disabled child or prospective child less favourably for a reason relating to his or her disability than someone to whom that reason does not apply *without justification*; or
- failing to make reasonable adjustments to admission arrangements and, in relation to education and associated services, failing to ensure that disabled children or prospective children are not placed at a substantial disadvantage in comparison with their non-disabled colleagues *without justification*.

It is, however, extremely important to note that the duty on the school to make reasonable adjustments does not extend to providing auxiliary aids and services or to making alterations to the physical features of Insert name of.

Our Aims and Objectives for Disability Equality: (Please also refer to our SEND policy)

Our key objective is to reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, prospective pupils and adult users with a disability. Our aims and objectives reflect the requirements of the Duty and that is to have due regard to do the following:

- to continually aim to improve the inclusivity of the curriculum;
- promote equality of opportunity between Disabled People and non-Disabled People;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of Disabled People that is related to their impairment;
- promote positive attitudes towards Disabled People;
- encourage participation by Disabled People in public life;
- take steps to meet Disabled People’s needs, even if this requires more favourable treatment;
- to ensure that suitable arrangements are in place so that disabled people have access to facilities and services;
- to ensure that reasonable adjustments have been made, where possible, to enable access and
- to ensure that all staff are aware of their roles and responsibilities in relation to disability discrimination.

What needs to be done?

Buildings constructed after 2004 – There should be a written statement in the CDM H&S file that the building complies with Part M of the Building Regulations and the provisions of BS8300 (Design of buildings and their approaches to meet the needs of disabled people - Code of Practice). Buildings constructed before 2004 –If there is no evidence that the building complies with the relevant standards, then an Access Survey should be completed by a competent access consultant. You should plan and budget for implementation of the significant findings from access surveys. The allocated QRM consultant will be able to provide advice on what constitutes ‘reasonable adjustments’.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy. The school recognises its duty under the DDA:

- not to discriminate against disabled pupils in their admissions and exclusions, provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;

Wisbech School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- to publish an Accessibility Plan.

We will ensure:

- Adequate resources are available for the implementation of this policy.
- This policy and procedure are effectively communicated.
- Reasonable adjustments are made for the removal of physical barriers to disabled people.
- Alternative arrangements are made, as far as is practical, to enable access where reasonable adjustments are impractical.
- Adequate information, instruction and training is given so that employees are aware of our policy in relation to
- The Equality Act and their roles and responsibilities.
- Periodic monitoring of performance against these standards. This policy will be reviewed and revised at least every two years.
- Employees working in areas providing a service to individuals should receive awareness training to ensure that we provide an appropriate response to disabled people's needs. Records of this training should be systematically filed.
- The Chief Operating Officer has overall responsibility for management of health and safety and the requirements of The Equality Act. The Registered Manager/Head Teacher will be responsible for ensuring that buildings within their control are accessible for disabled people

In performing their duties, the school has regard to the DRC Code of Practice (2002). The school recognises and values parents' knowledge of their child's disability and its effect on the child's ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils in the light of their assessed needs; and endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more. There are several very important concepts within the above definitions of discrimination. These include:

Admissions, Education and Associated Services

Wisbech School has a duty not to discriminate within the parameters of our published admission policy. "Admissions" refers to the criteria set out within the published admissions policy including the terms on which admission is offered. This extends in reverse to exclusions. "Education and associated services" mean effectively all aspects of school life including preparation for entry, the curriculum, classroom organisation, time-tabling, access to Wisbech School facilities, and extra-curricular activities, school policies including discipline and off site activities.

Less Favourable Treatment

This means treating a child, for the reason relating to the child's disability, less favourably than Wisbech School would treat a child without such a disability. For example, in the case of a child with epilepsy, if Wisbech School refused to admit the child on the grounds that the child would have fits, then the comparison to be made would be with a child

who meets similar criteria for admission but does not have epilepsy. Assuming here that the other child would not be barred from admission, the disabled child in this example would be the subject of less favourable treatment.

Making Reasonable Adjustments (please refer to our Reasonable Adjustment Policy)

Wisbech School take steps that are reasonable to ensure that enrolled and prospective disabled children are not placed at a substantial disadvantage in comparison with non-disabled children. Wisbech School understands that it will be treated as discriminating against such a child if it fails *without justification* to take such reasonable steps to the child's detriment. Although as stated above, the duty to make reasonable adjustments does not (in the education context) extend to the provision of auxiliary aids or services or the make of physical alterations to buildings, wherever possible and practical it is the policy of our school to make such arrangements. Examples of the type of reasonable adjustment may include:

- equal opportunity and bullying policies covering the instances of harassment on grounds of disability;
- Training willing teaching and support staff to administer medication (eg. in the case of an epileptic fit) or to adopt teaching practices to cope with disabled children (eg. those with hearing difficulties); and
- Relocation of certain facilities within our school to enable access for disabled children.

We plan to remove physical barriers to disabled people through reasonable adjustments. Where it is not reasonable to remove physical barriers, then we will make suitable alternative arrangements. Our access consultants will advise us accordingly on providing reasonable alternatives.

Without justification

Treating a disabled child less favourably or failing to make a reasonable adjustment is discriminatory unless there is *justification*, which may include financial considerations. Wisbech School operates its admission criteria objectively.

Increasing Accessibility

Admission to the school depends upon a prospective child meeting the required entrance criteria. Wisbech School must feel reasonably sure that we will be able to meet the educational needs and develop the prospective pupil to the best of their potential. This is to ensure that there is every chance that the child will have a complete, happy and successful time at school and will grow into a well-rounded adult, fully equipped with essential life skills. The strands to the planning duty at Wisbech School are:

To improve the inclusivity of the curriculum.

The term "curriculum" covers not only teaching and learning but the wider curriculum of the school such as participation in after-school clubs, leisure, sporting and cultural activities or school visits. Wisbech School already provides additional provision to enable children with learning difficulties to access the curriculum through the SEND framework and this will cover many disabled children. In focusing on this part of the duty:

Our school considers the needs of a wide range of disabled children and prospective children. Consequently, the school makes the curriculum accessible to all children, using the documents to develop the use of curriculum audits to review the patterns of achievement and participation by disabled children in different areas. Our school uses a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of children. It also takes into account and considers staff training needs.

To improve the accessibility of the site.

This strand includes improvements to the physical environment of the school and physical aids to access education. Improvements in physical access might include ramps, handrails, widened doorways, etc. our school considers accessibility in all purchasing directions.

To improve accessibility to information for disabled learners.

Our school uses several of its policies as tools in making the curriculum accessible to disabled children: *Inclusion, SENDD,*

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Target Setting and Accessibility Plan. The School will set out in its plan how it will provide the written material it usually provides for all children to disabled children within a reasonable time.

It must produce its own accessibility plan. The duty to do so is placed upon the Proprietor.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled children can participate in the school curriculum;
- (b) improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services; and
- (c) improving the delivery to disabled children of written information which is provided to children who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by children or parents about their preferred means of communication.

The accessibility plan must be in writing. Our school has a duty to review plans, revise them if necessary, and implement them. Adequate resources for implementation should be allocated. Our school has to make its accessibility plan available to interested parties on request at reasonable times.

OfSTED monitors the planning duty through their inspections. The Secretary of State can intervene where a school is not complying with the planning duty, and can direct a school to do so.

The current plan runs for the period from January 2014 until January 2017.

What is the scope of the duty?

Wisbech School seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments: to our policies, criteria and practices (i.e. the way we do things); and by providing auxiliary aids and services (i.e. additional support or assistance). There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers and
- assistance with guiding.

What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school

How do I request an adjustment?

Wisbech School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter. If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to [the Special Educational Needs Coordinator (or "SENDCO")] setting out in full the adjustment and (if necessary) how the school could put this into practice.

The school's response

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. [In particular, it is envisaged that where an adjustment cost £[X] or less and satisfies the non-cost-related criteria listed below, it will be approved and implemented speedily]. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the

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substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

How will the school decide whether an adjustment is reasonable?

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

Confidentiality

You (or your child if the school believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

Outcome

Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

What can you do if you are not happy with the school's decision?

If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure.

Planning Duties

Whilst our school is not required by SENDDA to make alterations to the physical features of the School, it has drawn up accessibility plans to improve access to education over time. The plans concentrate on three specific areas:

- Improvements in access to the curriculum;
- Physical improvements to improve access to education and associated services;
- Improvements in the provision of information in a range of formats for disabled children.

At Wisbech School the plan has been prepared in writing, implemented and will be regularly reviewed. It is understood that the accessibility plans will be subject to review as part of the Ofsted inspection.

The Disability Discrimination Act in the Employment Context

The Act defines certain types of disabled people who are protected from discrimination by employers. S.1(1) of the Act provides that "a person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities". The definition of disability contained in s.1 can therefore be said to break down into four main parts:

- The person must have a physical or mental impairment;
- The impairment must have adverse effects which are substantial;
- The substantial effects must be long-term; and
- The long-term substantial effects must have an adverse effect on normal day-to-day activities.

Discrimination and Reasonable Adjustment

The Act imposes an obligation on the Gower School to make certain adjustments to its premises and the ways in which it offers employment, in order to accommodate disabled employees. A failure to comply with the duty to consider reasonable adjustments is, in itself an act of unlawful discrimination, unless it can be justified for a reason which is both material to the circumstances of the particular case and substantial (s4(2) and (4)). The duty of Wisbech School to make adjustments will only be triggered when it employs a disabled person, or a disabled person applies, or considers applying for a job at our school.

Recruitment arrangements

In the recruitment process, the duty to make adjustments for disabled persons applies in relation to disabled people who are actual or potential job applicants (s.6(5)(a)). However, the School only has a duty to make adjustments in relation to an actual or potential job applicant or an employee whom it knows, or could reasonably be expected to know, has a disability (or has had a disability) and is likely to be put at a substantial disadvantage by the proprietor's existing arrangements (s.6(6)(b)). If applicants indicate in their CV and application form that they are disabled, then Wisbech School will make adjustments for them in the recruitment process. Wisbech School will appraise all staff involved in the recruitment process (receptionists, interviewers) as to the nature of applicants' disabilities, so that they can look for disabled applicants when they arrive and offer them assistance, if necessary.

What adjustments should our school be making to the School Premises?

The Disability Discrimination (Employment) Regulations 1996 (SI No 1456) provides that for the purposes of the Employer's duty to make reasonable adjustments, the following are to be treated as physical features of its premises whether they are permanent or temporary (Regulation 9):

- Any feature arising from the design or construction of a building on the premises;
- Any feature on the premises of any approach to, exit from or access to such building;
- Any features, fittings, furnishings, furniture, equipment or materials in or on the premises; and
- Any other physical element or quality of any land included in the premises.

Our school is careful not to take steps which would involve altering any physical characteristics of its premises which were adopted with a view to meeting the requirements of the Building Regulations 1999.

Implications for the Special Educational Needs and Disability (SENDD) Policy

Although our school has a separate SENDD Policy there is cross referencing with:

- Curriculum policies which take in to consideration arrangements for access, support and differentiation
- Inclusion and Equal Opportunities policies
- Partnership with parents
- Teaching and learning
- Curriculum statement.

Admissions

Wisbech School asks parents to include in their admissions documentation a note as to the health of the prospective child at the time of application and any reasonable adjustments which may be required for the purpose of the entry process or education at our school. In assessing any child or prospective child, our school may take advice and require such assessments as it regards as appropriate. Subject to this, Wisbech School is sensitive to any requests for confidentiality. Applications are considered in line with the admission arrangements for all pupils. A child's disability does not prevent their being offered a place and integrated into the school unless:

- the content, structure and delivery of the curriculum are such that the child would be prevented from fulfilling a major part of it;
- our school would be unable to provide suitably trained staff, facilities or resources to allow the requirements of our curriculum to be met.

Wisbech School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

We have an ongoing commitment to disability equality within our school and through a positive approach, actively work alongside the proprietors, parents/guardians, staff and pupils of our school. We work towards:

- increasing the extent to which disabled pupils can participate in our school curriculum and associated services;
- improving the delivery to disabled pupils of information that is provided in writing to non-disabled pupils by
- ensuring that a range of different formats and communication aids are used where necessary to ensure that all information is accessible to everyone within our school.

What follows is our school Strategy:

- The strategy is available to interested parties on request.
- The strategy can be inspected by OFSTED to ensure that responsibilities have been discharged in the preparation, revision and implementation of the strategy.
- The School Strategy is reviewed every three years.

Our school has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objectives.

Education and Associated Services

“Education and Associated Services” is a broad term that covers all aspects of our school life. This list exemplifies the range of activities that may be covered by this term:

- Preparation for entry to our school
- The curriculum
- Teaching and learning
- Classroom organisation and Grouping of children
- Timetabling and Target Setting
- Homework
- Access to our school facilities
- Activities to supplement the curriculum e.g. drama group visiting the school
- School sports
- School policies
- Breaks and lunchtimes including the serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions including exclusion procedures
- School clubs and activities
- Educational visits
- Our school’s arrangements for working with other agencies
- Preparation of children for the next phase of education.

Delivery of the curriculum

Our school staff are provided with continuous professional development in further making the curriculum accessible to all pupils. The school seeks and follows the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Access to the Curriculum

It is vital that disabled pupils be able to access the curriculum. There should be:

- a communicative friendly environment;
- a commitment to becoming a dyslexic-friendly school;
- support for individual needs.

Physical environment

Our school, whilst having an exceptional physical environment, continues to take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Whilst we have excellent access, lighting, acoustic treatment and colour schemes, we will continue to ensure this standard is both maintained and built upon. To this end a full audit of the buildings and site to identify obstacles has been carried out and an accessibility plan produced.

Provision of information in other formats

Our school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Teaching and learning style

Through the combination of teaching and pastoral care we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- promote attitudes and values that will challenge discriminatory behaviour;
- seek to involve all parents/guardians in supporting their child's education;
- provide educational visits and extra-curricular activities that all pupils can participate in;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

In our school we aim to tackle disability discrimination and promote equality of opportunity across all aspects of our school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling disability discrimination and promoting equality of opportunity through our school Prospectus, Code of Conduct, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and discriminatory behaviour.

All our staff have a duty to work to this policy to ensure inclusion of pupils with disabilities. Wherever practicable, our school considers and seeks to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Disability Discrimination Act (2005). We ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications and they are not disadvantaged when renewal of fixed-term contracts is being considered. Members of staff who become disabled, so far as is practicable, should continue to remain employed by our school at the discretion of the proprietor. This is dependent on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss. The school will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post;
- a gradual return to work;
- a reduction in hours;
- redeployment;
- premature retirement on grounds of incapacity;

- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s). The school makes reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed. Our school ensures that a programme of training is offered to staff to increase their awareness of children with disabilities and inform them of appropriate action to be taken when delivering the curriculum.

Tackling Disability Harassment

Any incident of disability harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Headteacher and inform them of the action taken;
- inform the personal tutor of both the victim and the aggressor, then record what happened on the STAR chart which is kept in the office;
- inform both sets of parents, if appropriate.

The Elimination of Harassment / Promotion of Understanding

It is important to maintain a supportive environment and eliminate negative pressures that might impede the progress of a disabled child and damage self-esteem:

- Anti-bullying Policy regularly reviewed;
- Regular assemblies, circle time about our differences;
- Education regarding types of disabilities and the needs of those individuals – among staff, pupils and the general community to encourage empathy.

Policy into practice

This policy is included in induction meetings for staff, parents/guardians and pupils and added to the agenda of teacher meetings.

Policy impact

We have a rolling programme for reviewing our school policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils with a disability. We pay specific attention to the impact that our policies have on the attainment of pupils with a disability. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through Insert name of. As part of this process, we regularly monitor the performance of pupils, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet individual needs and to set targets in our strategic plan, in order to make the necessary improvements.

Developing Our Accessibility Plan

Therefore, Wisbech School has developed its accessibility plan in the following ways:

Wisbech School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Access audit and review of current activities

Our school will assess current accessibility and identify barriers to access/inclusion.

Evaluate the plan

The plan will be kept under review and revised as necessary.

Devise actions

Our school will devise actions to eliminate those barriers, drawing up short-, medium- and long-term priorities.

Implementation

The school has a statutory duty to implement the plan.

Set goals and targets

These will be specific enough to enable them to be measured. They will include time frames and evaluation strategies.

Publicise the plan

The plan will be available for inspection to anyone who asks to see it.

Consult the plan

Consulting the staff will make them more committed to the plan.