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**DISABILITY DISCRIMINATION ACT POLICY**

**Statement of Intent**

At MFYP Ltd, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

MFYP Ltd plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

·  Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;

·  Improve access to the physical environment of the school;

·  Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

With the creation of this policy we aim to act specifically to:

·  Eliminate discrimination

·  Eliminate harassment related to disability

·  Promote equality of opportunity between disabled people and others

·  Promote positive attitudes towards disabled people

·  Encourage participation by disabled people in school life.

**Definition of Disability**

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has a physical or mental impairment which has a substantial and long- term adverse effect on his or her ability to carry out normal day-to-day activities. This may affect mobility, manual dexterity, physical co- ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if:

·  It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification.

·  It fails, without justification, to take responsible steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the ‘reasonable adjustments’ duty.

Our policy for Disability Access supports the DDA by:

·  Promoting equality of opportunity for all disabled people

·  Ensuring the Governing Body are responsible for the implementation of the DDA duties though monitoring and tracking DDA through the implementation of this policy

·  Recognising three sets of duties:

1.   Disability discrimination duties in part 4 of the DDA

2.   The planning duties in part 4 of the DDA

3.   The Special Educational Needs duties in the Education Act 1996

·  Recognising each element within these duties:

1.   The disability discrimination duties provide protection from discrimination.

2.   The planning duties provide for improvements to increase access, over time.

3.   The SEN framework provides auxiliary aids and services.

·  Ensuring all staff are aware of how the duties should be implemented in their specific areas of responsibility.

·  Recognising the needs of all groups within the school and ensuring they have access to all areas of the school for their learning, welfare, equality and safety.

·  Ensuring provision is planned to provide safe entry and exits from the building.

·  Having high expectations for all children and monitoring the achievement of disabled pupils.

·  Ensuring all plans are guided by the Equal Opportunities Policy and the provisions aims and ethos.

·  Working closely with parents and seeking views and responses from our stakeholders

·  Committing to the effective and sustainable use of resources

·  Setting out clear evaluation processes

To ensure fulfilment of this policy, MFYP Ltd will:

·  Anticipate the barriers that disabled pupils and adults may face and remove or minimise them before individuals are placed at a substantial disadvantage.

·  Make reasonable adjustments in admissions, exclusions and ‘education and associated services’

·  Ensure all pupils have access to all elements of the curriculum and inclusive teaching

·  Develop the physical environment to increase access to education and associated services at the school

·  Improve the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

·  Build upon existing projects with special schools.

·  Ensure disability access and exit from the building.  Make alterations to the building regarding access. Permission for these alterations has already been discussed with our landlord.

·  Ensure suitable staff are trained for the moving of children with disabilities during times of emergency.

·  Report developments of accessibility plans annually.

·  Ensure that we eliminate discrimination and harassment in our employment practice

**Gathering and Using Information**

We will gather information on disability equality as part of our collection of evidence for use during our self-evaluation process. This information will be used to set and review our disability equality objectives.

MFYP Ltd

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