



Disability Policy and Disability Equality Duties (includes Admission Procedure)

Table of Contents

What the EYFS says	2
Disability Equality Duties	2
Disability Definitions.....	3
Disability Discrimination	3
Dealing with Discriminatory Behaviour	3
Admission Procedure.....	4
Defining reasonable adjustments for pupils.....	5
Local Offer.....	5
SEND Local Offer Royal Borough of Kensington and Chelsea (rbkc.gov.uk)	5



What the EYFS says

The Statutory Framework for the Early Years Foundation Stage (EYFS) seeks to provide: “equality of opportunity and anti-discriminatory practices, ensuring that every child is included and supported.” This policy also takes account of the requirements set out in the Childcare Act 2006, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice (2014, revised in 2015) and the Equality Act 2010. It is important to point out that the Equality Act 2010 duties cover not just teaching and learning, but the whole life of the Pre-Preps. We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010:

- disability;
- race;
- gender reassignment;
- religion or belief;
- sex;
- sexual orientation;
- age;
- pregnancy and maternity; and
- marriage and civil partnership.

Disability Equality Duties

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled people and children that is related to their disability;
- Promote positive attitudes towards disabled people and children;
- Encourage participation by disabled people and children in public life and activities;

Aim

Rocket Productions will:

- Maintain and drive a positive culture towards inclusion of disabled people and children in all the activities of the Pre-Prep or company.
- Train staff to understand the types of disabilities, and how to deal with disabled employees and pupils.
- Training must be provided for staff where the administration of medicine requires medical or technical knowledge, written permission and a care plan will be discussed with parents.
- Adopt user-friendly procedures for considering admissions from parents of disabled children, being prepared to make reasonable adjustments in the admissions process where appropriate.
- Implement and review an Accessibility Plan as needed with the aim of increasing the accessibility of the Pre-Prep’s curriculum, to improve the physical environment of the Pre-Prep and to improve access to information for our employees, pupils and prospective pupils.



- Keep under review the Pre-Prep's Admission (see below), Equal Opportunities, Disability and Anti-Bullying policies in line with SENDA and relevant legislation.

Disability Definitions

The Equality Act 2010 says that a person has a disability if they have: *a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as specific learning difficulties, autism, and speech, language and communication impairments.

In deciding whether a child is disabled, it is the effect of an impairment that has to be considered. If the impairment has a substantial and long-term effect on a child's ability to carry out normal day-to-day activities it may amount to a disability. Substantial is defined as being more than minor or trivial; long-term as a year or more

Disability Discrimination

No child, parent or member of the staff (current or prospective) will be treated less favourably on the grounds of disability without justification.

We will not knowingly discriminate against a person on the grounds of disability:

- In the arrangements for determining admission or employment procedures.
- In the terms on which a place at the School is offered.
- By refusing or deliberately omitting to accept an application for admission or employment.
- In the provision of education and associated services.
- By excluding a person on the grounds of their disability.
- By victimising a person with a disability.
- By failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

Dealing with Discriminatory Behaviour

Please see our Dealing with Discriminatory Behaviour Policy. As a summary, we tackle discrimination by:

- Expecting all staff to be aware of and alert to any discriminatory behaviour or bullying taking place
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the Head. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The Head is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the Discriminatory behaviour incident



book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential

- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see policy on disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying (Discrimination Book in the Office) to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable us to respond to any discriminatory behaviour or bullying

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned (**inform DSL**).

Admission Procedure

Our Rocket Productions Pre-Preps are co-educational first come first served Early Years settings. We operate a transparent and fair approach to admissions. Our Pre-Preps pride themselves on making sure we provide extra support for those with special needs and accommodate adjustments for accessibility to the best of our ability. That is:

- Admission operates a first comes first served policy (priority is given to siblings and classes are organised so there is a balance of boys and girls).
- Rocket Productions Pre-Preps welcome applications for admission from all sections of society and do not discriminate on grounds of disability, race, and religion, social or cultural background or any protected characteristic as defined by the Equality Act 2010 (see above).
- We seek to ensure that disabled pupils and those with special educational needs are not treated less favourably or put at a disadvantage when it comes to admissions.
- The admission form /Parents questionnaire will enable parents to give details of their child's disability and needs so we can discuss how to best support their child to thrive, enjoy and access the curriculum.
- We will treat every application from a disabled pupil in a fair, open-minded way.
- We will, if appropriate, request from the parents or previous setting full details in the form of medical reports, NHS reports, external professional reports and any other reports which assesses the child's disability so that the Pre-Prep can make an assessment of the



adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.

- The applications will be considered on the basis that all 'reasonable adjustments' have been made by the Pre-Prep in order to cater for the child's disability.
- Rocket Productions Pre-Preps might not be able to offer a place if, after all reasonable adjustments have been made, the setting is still not able to provide adequately for the pupil's physical and educational needs.
- We shall inform the parents and discuss the details of the reasonable adjustments we will be making or give reasons of why our setting would not be able to provide adequately for the pupil's physical and educational needs.

Defining reasonable adjustments for pupils

All Rocket Productions Pre-Preps are legally required to make 'reasonable adjustments' in order to cater for a child's disability, however we are not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the setting (we rent all our facilities) such as

- Physical alterations such as the provision of a stair-lift or changes in ground floor facilities.
- Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.

We will always do as much as possible to accommodate a child and seek support from the Local Authority (see the Local offer at the RBKC for more information).

Disclosure

Parents will be requested to provide the setting with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability. All information will be kept confidential.

Reviewing Procedure

Parents can request a review if the setting is unable to offer their child a place on the grounds of disability and not being able to meet the child's needs. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Head Teacher will advise as to the procedure under which such a review will be conducted.

For more detailed information see:

http://www.councilfordisabledchildren.org.uk/media/929401/equality-act-early-years_online.pdf

Local Offer

[SEND Local Offer | Royal Borough of Kensington and Chelsea \(rbkc.gov.uk\)](https://www.rbkc.gov.uk/SEND/LocalOffer)