



Disability Inclusion Policy

1. Introduction

Dagun International School is committed to promoting an inclusive, supportive, and accessible learning environment for all students, staff, and visitors, regardless of their abilities or disabilities. We believe in equality of opportunity and the importance of ensuring that everyone in our community has the chance to participate fully in all aspects of school life. This policy sets out our commitment to disability inclusion and outlines the steps we take to support individuals with disabilities in achieving their full potential.

2. Aims of the Policy

The key aims of this policy are to:

- Ensure that all individuals with disabilities are provided equal access to education, employment, and school activities.
- Foster a supportive and inclusive environment that celebrates diversity and values the contributions of individuals with disabilities.
- Remove barriers to learning and participation, enabling students with disabilities to achieve academic success and personal development.
- Provide appropriate accommodations and support to staff with disabilities, ensuring they can perform their roles effectively and thrive within the school community.
- Comply with all relevant laws and regulations concerning disability rights and inclusion, including the provision of reasonable adjustments.

3. Definition of Disability

For the purposes of this policy, a disability is defined as any physical, mental, or sensory impairment that has a substantial and long-term adverse effect on an individual's ability to perform everyday activities. This includes but is not limited to:

- Mobility impairments
- Visual or hearing impairments
- Cognitive or learning disabilities
- Speech and language impairments
- Emotional, psychological, or behavioural disabilities

- Chronic health conditions

4. Admission and Inclusion

4.1. Inclusive Admissions Policy

Dagun International School operates an inclusive admissions policy that ensures students with disabilities are welcomed and given equal opportunities to access education. During the admissions process:

- Parents and guardians are encouraged to share information about any disability or additional needs their child may have.
- The school will work closely with families to assess any specific requirements and ensure appropriate support is provided from the outset.
- All reasonable adjustments necessary to accommodate a student's needs will be made.

4.2. Inclusion in the Classroom

We are committed to providing high-quality, inclusive education for students with disabilities. This involves:

- Differentiating lessons and providing tailored resources to ensure that students with disabilities can access the curriculum on an equal basis with their peers.
- Collaborating with parents, students, and external professionals (e.g., specialists, therapists) to develop Individual Education Plans (IEPs) or equivalent, ensuring personalised support.
- Utilising assistive technology, where appropriate, to enhance learning opportunities and remove barriers to access.
- Encouraging inclusive teaching practices and promoting positive attitudes toward students with disabilities among staff and peers.

5. Physical Access and Environment

5.1. Accessible School Facilities

Dagun International School is committed to ensuring that its facilities are accessible to all members of the community, including those with physical disabilities. To achieve this:

- The school will conduct regular accessibility audits to identify and address any barriers to mobility, including ensuring access to ramps, lifts, accessible toilets, and parking spaces.
- Classroom layouts, corridors, and common areas will be designed to accommodate students and staff with mobility impairments.
- The school will provide clear signage and visual aids to assist individuals with sensory impairments.

5.2. Emergency Procedures

The school's emergency evacuation procedures will be inclusive, ensuring that students, staff, and visitors with disabilities are safely evacuated in the event of an emergency. This includes:

- Developing Personal Emergency Evacuation Plans (PEEPs) for individuals with specific mobility or sensory impairments.
- Training staff to provide assistance in an emergency, including using evacuation equipment where necessary.

6. Support for Staff with Disabilities

Dagun International School is committed to providing a supportive working environment for staff with disabilities. This includes:

- Making reasonable adjustments to the work environment, such as adapting workspaces, providing specialised equipment, or allowing flexible working hours.
- Ensuring that all recruitment and promotion processes are inclusive and non-discriminatory, with reasonable adjustments made during interviews or assessments.
- Providing access to professional development opportunities, tailored support, and any additional resources required to help staff perform their roles effectively.

7. Ongoing Support and Well-being

7.1. Learning Support Services

The school's learning support team will provide ongoing assistance to students with disabilities by:

- Offering one-on-one or small group support to address specific learning needs.
- Coordinating with teachers to ensure inclusive teaching practices are embedded in all areas of the curriculum.
- Collaborating with external specialists to provide additional therapies, assessments, or interventions where needed.

7.2. Counselling and Emotional Support

We recognise that students and staff with disabilities may require emotional and psychological support. The school provides:

- Access to a qualified school counsellor who can offer support to students or staff experiencing stress, anxiety, or other emotional challenges related to their disability.
- Safe and confidential spaces for students and staff to discuss any concerns about their well-being.

8. Anti-Discrimination and Anti-Bullying

Dagun International School has a zero-tolerance policy towards any form of discrimination or bullying related to disability. The school is committed to fostering a positive and respectful environment where all members of the community feel valued and supported. To this end:

- Staff, students, and parents are educated about the importance of inclusivity, respect, and empathy towards individuals with disabilities.
- Incidents of discrimination, harassment, or bullying will be taken seriously and addressed promptly, following the school's behaviour and anti-bullying policies.

9. Training and Awareness

The school will provide regular training for all staff to ensure they are aware of best practices for supporting individuals with disabilities. This training will cover:

- Inclusive teaching strategies and differentiation techniques.
- The use of assistive technologies and adaptive tools.
- Understanding and supporting emotional and behavioural challenges associated with disabilities.
- Legal requirements and responsibilities under disability rights legislation.

10. Monitoring and Evaluation

The implementation of this policy will be regularly reviewed to ensure that it remains effective and that the needs of students and staff with disabilities are being met. The school will:

- Gather feedback from students, staff, and parents on the effectiveness of disability inclusion measures.
- Review and update Individual Education Plans (IEPs) and Personal Emergency Evacuation Plans (PEEPs) on a regular basis.
- Make adjustments to the policy as necessary to respond to changes in legislation or best practices.

11. Conclusion

Dagun International School is dedicated to creating an inclusive, equitable, and supportive environment for all members of its community. By removing barriers and providing the necessary support, we aim to ensure that everyone has the opportunity to achieve their full potential.