



Disability, Equality & Accessibility Policy
Ratified by Governors 2016
Review January 2017 (Annual)

Introduction

The Governing Body has three key duties towards disabled pupils,

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disabled

The DDA defines disability as:

A physical or mental impairment with an adverse effect on the pupil's ability to carry out normal day to day activities. Effect must be:

- substantial
- long-term

Effects of medication

Duties that are owed to disabled pupils

The school will not treat disabled pupils less favourably for a reason related to their disability.

The school will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage. This will be anticipatory in nature.

Who is the plan for?

The plan is for:

- disabled pupils who are in the school now: improving access for them is a matter of planned improvements in addition to reasonable adjustments
- disabled pupils who are in the school system, but at an earlier Key Stage
- disabled pupils who are not in the school system, but about whom the LEA and other agencies may have information

Other duties under the DDA

- The school also has duties towards disabled staff and the general public

Vision and Values

The school aims to treat disabled pupils in such a way to ensure they are not disadvantaged from accessing the full curriculum. This will include:

- removing barriers in every area of the life of the school
- fully including such pupils in all aspects of school life
- a commitment to equal opportunities for all

Mission statement

The school's mission statement of, 'The best for everyone, the best from everyone' encapsulates the inclusive ethos of equal opportunities.

The school has set the following priorities for the development of the vision and values that inform the plan:

- 1. ensure all staff understand the definition of 'disabled'**
- 2. draw up a register of all such pupils, showing their specific needs and review this at least annually**
- 3. ensure all staff understand the three key duties towards disabled pupils, in the DDA**
- 4. ensure all staff understand their responsibility to remove barriers to learning for disabled pupils**

Information from pupil data and school audit

Children will be defined as disabled who have a physical or mental impairment with an adverse effect on the pupil's ability to carry out normal day to day activities.

(Normal day to day activities would be such as moving, talking, listening, continence).
Effect must be:

- substantial (defined as 'more than minor and trivial')
- long-term (a year or more)

Effects of medication

Examples of children classified as disabled would be if they:

- have a statement of SEN
- have a medical condition requiring regular medication e.g. cancer, epilepsy, diabetes, severe asthma
- are on what was originally School Action Plus (now coded as K)
- are physically impaired e.g. hearing impaired, visually impaired, mobility impaired

Approximately 7% of all children are classified as disabled.

If a disabled child has any need to help them access the curriculum they should also be classified as SEN.

The school will be aware of pupils already in school e.g. child with hearing impairment, child with cancer, child with epilepsy as well as those due to attend e.g. incontinent child

A room is available for all children which is fully equipped with shower area and nappy changing facilities. The room also has a hoist and toilet facilities for the disabled.

Children in wheelchairs have not presented for admission, but access to the whole school would be problematic due to the many stairs joining different levels of the school. All areas of the school can be accessed, but this would mean leaving the building and re-entering through a different door.

As the school is one storey and there are fire exits in every room then evacuation in an emergency would be possible but a wheelchair user would have to use the school 'slimline' wheelchair to exit by classroom fire exits.

A wide parking bay has been marked to allow room for wheelchair access in the rear car park.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- ensure all doorways are wide enough for wheelchair access
- provide stair-climbing apparatus to allow whole school accessibility from inside the school
- follow outcomes prescribed in Every Child Matters
- track and analyse outcomes for disabled pupils with regard to general academic progress and other achievements
- agree a named governor with responsibility for accessibility (at present Mr Lad, Parent Governor)

Views of those consulted during the development of the plan

The drawing up this plan has been informed by the views and aspirations of the children themselves, their parents, relevant outside agencies e.g. Macmillan nurse and the LEA.

For example, these views have influenced the plan by;

- holding an informative session with peers to explain and describe the effects of cancer and to prepare for his return to school
- following up a request for nappy changing facilities

The school has set the following priorities in respect of consultation on the plan:

- ask the children themselves what they feel and aspire to and incorporate in the plan
- ask parents of these children for their views and aspirations for their children and incorporate in the plan
- seek further advice from the LEA and other agencies and incorporate in the plan

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

Planned curriculum development:

- as each school policy is ready to be reviewed by the subject leader, a statement about disability access will be included and the needs of disabled pupils addressed e.g. Numeracy -purchase of a number of calculators with large keys, resulting in clear policies which do not disadvantage disabled children(Person responsible :Subject Leader)
- such statements will be the responsibility of subject leaders and will be drawn up in consultation with all staff
- subject leaders will consult expert partners as necessary e.g. speech and language specialists, educational psychologists
- Matters arising from these reviews which can not be easily addressed e.g. physical environment, extra TA support, will be shared with the Headteacher and noted for areas for future action (Person responsible :Subject Leader, Headteacher)
- all curriculum areas will be addressed in this way over the three year plan (Person responsible :Subject Leader)
- following the review of policies, subject leaders will amend medium term planning/ schemes of work to ensure participation and inclusion of all pupils (Person responsible :Subject Leader)
- all disabled pupils to be assessed against NC levels and P levels if necessary (Person responsible: SENCO)
- all disabled pupils to have an IEP if deemed necessary (Person responsible: SENCO)
- all disabled pupils to be set high expectations (Persons responsible:all staff)
- support provided as necessary, such as pupil grouping, peer support, TA support (Persons responsible: SENCO, classteacher)
- ensure that no child is disadvantaged with regard to recreation; movement around school; special events such as Sports Day, theatre visits; extra-curricular clubs; school trips (Persons responsible: SENCO, classteacher)

The school has set the following priorities for increasing curriculum access:

- over three year period every curriculum policy will be reviewed with regard to access for disabled pupils and a statement made to this effect (Person responsible :Subject Leader)
- following the review of policies, subject leaders will amend medium term planning/ schemes of work to ensure participation and inclusion of all pupils (Person responsible :Subject Leader)
- all disabled pupils to be assessed against NC levels and P levels if necessary (Person responsible: SENCO)
- all disabled pupils to have an IEP if deemed necessary (Person responsible: SENCO)
- support provided as necessary, such as pupil grouping, peer support, TA support (Persons responsible: SENCO, classteacher)
- ensure that no child is disadvantaged with regard to recreation; movement around school; special events such as Sports Day, theatre visits; extra-curricular clubs; school trips (Persons responsible: SENCO, classteacher)

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- ensure lighting is adequate for any pupils with visual needs
- ensure signage is clear for pupils with visual needs; provide signs in Braille as necessary
- when redecorating use contrasting colours around light switches
- when redecorating improve the acoustic environment by utilising suitable floor coverings
- when replacing toilets, washing and changing facilities make due consideration for disabled pupils; seek advice from specialists
- ensure access to outdoor areas through providing flat, wide paths suitable for children with limited mobility/wheelchair
- fit ramps to doors
- widen all doors
- fit stair climbing equipment/stair lifts/ramps as necessary
- fit visual fire alarms when system is updated

The school has set the following priorities for physical improvements to increase access:

- ensure lighting is adequate for any pupils with visual needs
- ensure signage is clear for pupils with visual needs; provide signs in Braille as necessary
- when redecorating use contrasting colours around light switches
- when redecorating improve the acoustic environment by utilising suitable floor coverings
- when replacing toilets, washing and changing facilities make due consideration for disabled pupils; seek advice from specialists
- ensure access to outdoor areas through providing flat, wide paths suitable for children with limited mobility/wheelchair
- fit ramps to doors
- widen all doors
- fit stair climbing equipment/stair lifts/ramps as necessary
- fit visual fire alarms when system is updated

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- provide information such as timetables, worksheets, news letters, notices in accessible, appropriate formats as necessary. Where possible use preferred formats when expressed by parents. These might include Braille, large print, simplified language, on audio tape, on video tape, through sign language, using a symbol system

Making it happen

Management, co-ordination and implementation

The accessibility plan is the responsibility of the Governing Body who set a clear direction for it. The plan has had input by the school staff and been fully considered at governor sub-committee level (Premises and Health & Safety and Curriculum)

- The plan will be evaluated annually to note progress and this will be minuted.
- SEN Management will make provision for ensuring inclusion of all pupils.
- The school has been awarded the Inclusion Quality Mark (IQM) and this plan was incorporated in our information.
- This plan will be an appendix to the School Improvement Plan

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan:

- fully discuss this plan with staff and governors
- incorporate within IQM
- append to SIP

Getting hold of the school's plan

- The accessibility plan will be available to all staff via the public drive, as are all policies
- A paper copy will be kept centrally, as with all policies, for governors and parents to access
- All governors will receive a paper copy
- The plan will be made available in appropriate formats as required e.g. Braille

The school has set the following priorities for making its plan available:

- install on public drive
- keep centrally
- provide appropriate format as necessary

Policy to reviewed annually