Disability Equality and Access Policy

(see also Inclusion policy)

Our school values the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Aims
Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities. (see Appendix 1)

Definition of Disability
The Equality Act 2010 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'. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

The Equality Act also covers those with severe disfigurements; impairments controlled or corrected by the use of medication, prostheses; an aid or otherwise; progressive symptomatic conditions; a history of impairment. Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis. But excluded are those with an addiction to or dependency on nicotine, tobacco or other non-prescribed drugs or substances; seasonal allergic rhinitis (hay fever) and certain mental illnesses with anti-social consequences.

Disability Non-Discrimination Policy
• We will ensure that pupils with disabilities have the same opportunities as non disabled pupils to benefit from the education our school provides.

• We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability.

• We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

• We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

Admissions (also see Admissions Policy)
In accordance with the Education Act 1996, children with an Education, Health and Care Plan (EHCP) are required to be admitted to the school named in the Plan. Thereafter, the following priorities will apply:
1. A ‘looked after child’ or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (section 22(1) of the Children Act 1989).
2. Brothers and sisters of pupils attending the school when the pupil starts at the school.
3. Pupils living in the catchment area of the school.
4. On medical grounds supported by a medical certificate.
5. On the shortest distance, measured in a straight line, between the main entrance of the school site and the pupil's home address, with those living closer to the school being accorded higher priority.

Most children, including those with SEN support will be admitted to the school through the admission procedure. However, if the school has been named on a child’s Educational Health Care Plan (EHCP) there may be occasions where the Special Needs Assessment Team will contact the Inclusion team directly to discuss admission. If the school makes the judgement and agrees that it can meet the needs of the child, the admissions team will need to be informed by the school so that the necessary paperwork can be undertaken.

Removing barriers
• The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.
• Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.
• The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

The physical environment

Disability Equality and Access Policy
Reviewed September 2019
To be reviewed September 2020
• We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:
  - access to the school, by installing setting-down and picking-up points, ramps, handrails and hoists for the swimming pool;
  - movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight; lowered handles for doors;
  - accommodation within the building, by providing toilets for disabled pupils and medical rooms;
  - furniture, by procuring rise-and-fall tables, sinks and portable ovens and hobs;
  - information and communication technology, by selecting appropriate hardware and software;
  - signage, by putting it in clear print.

_The curriculum_
We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language. Our reading books and other resources contain positive images of people with disabilities.

Subject coordinators within the school are responsible for regularly reviewing the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable. This is monitored by the SENCo. (See SEN policy)

We seek and respond to guidance from the parents and the children.

_Communication_
Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

We always take account of disabilities, be they the pupils’ or their parents’. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

_Staffing_
When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the governing body will make reasonable adjustments to that person’s employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

_Disability Equality and Access Policy_
Reviewed September 2019
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This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA’s advice, and its provision through the Hearing Impaired and Visually Impaired services.

**Health and safety**

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away. The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

**Policy into practice**

- The governing body is responsible for the school’s duty not to discriminate.
- A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.
- The head teacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.
- Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

**Monitoring**

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:
- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

Evaluations based on this data is then reported to the governing body, and an action plan will be drawn up if necessary.

The governing body has a named governor with responsibility for matters of equality. It is this governor’s responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The head teacher implements the school’s disability equality and access policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them. The head teacher reports to governors annually on matters regarding disability discrimination.

This policy will be reviewed at any time on a request from the governors, or at least once every two years.
Appendix 1  

Accessibility Plan  
The School will ensure that the needs of disabled staff and students are fully considered in any strategic planning for the development of the school site. When determining the priorities for the use of funds, the school will take into account the need to make the site more accessible for staff and students.
students with disability. The school will bear in mind health and safety requirements and the interests of other students in all the above considerations.

The school’s Accessibility Plan aims to: - enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties - ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account - increase the extent to which disabled students can participate in the curriculum - improve the physical environment of the school in order to enable disabled students to take advantage of education and associated services

<table>
<thead>
<tr>
<th>Target</th>
<th>Strategies</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success criteria</th>
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| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers | To create access plans for individual disabled pupils as part of the IEP process when required  
Be aware of staff, governors and parents access needs and meet as appropriate  
Through questions and discussions find out the access needs of parents/carers through newsletter  
Consider access needs during recruitment process Ensure staff aware of Environment Access Standard | As required  
Induction and ongoing if required  
Annually Recruitment process | SENCO  
Headteacher  
Headteacher  
Headteacher | IEPs in place for disabled pupils and all staff aware of pupils needs  
All staff and governors feel confident their needs are met  
Parents have full access to all school activities  
Access issues do not influence recruitment and retention issues |
<p>| Layout of school to allow access for all pupils to all areas            | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign | As required | Head/ Governors/ Site manager/ School Surveyor | Re-designed buildings are usable by all |
| Ensure access to reception area to all                                  | Improve access to reception area during any re-design                      | Consider in any new development | Site Manager        | Disabled parents/carers/ visitors feel welcome       |</p>
<table>
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<tr>
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<th>Reviewed September 2019</th>
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<tbody>
<tr>
<td>Develop system to allow entry for wheelchair users</td>
<td>Yellow strip mark step edges</td>
<td>On going</td>
</tr>
<tr>
<td>Improve signage and external access for visually impaired people</td>
<td>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</td>
<td>As required Each Sept</td>
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<tr>
<td>Ensure all disabled pupils can be safely evacuated</td>
<td>Develop a system to ensure all staff are aware of their responsibilities</td>
<td>On-going</td>
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<td>Ensure accessibility of access to IT equipment</td>
<td>Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils</td>
<td>On-going and as required Software may be required as required</td>
</tr>
<tr>
<td>Ensure hearing equipment in classrooms to support hearing impaired</td>
<td>Seek support from LA hearing impaired unit on the appropriate equipment</td>
<td>On going</td>
</tr>
</tbody>
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