

Ely St Johns Primary School 2015

Disability and Accessibility Policy

Aim of the School's Policy and Accessibility Plan

The aim of our school is to ensure wherever possible that disabled people should have the same opportunities as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability.

Ely St Johns Primary has due regard to the general duty of:

- Promoting equality of opportunity between disabled persons and other persons
- Eliminating harassment of disabled persons that is related to their disability
- Eliminating discrimination that is unlawful under the Act
- Promoting positive attitudes towards disabled persons
- Encouraging participation by disabled persons in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

In order to meet the general duty Ely St Johns Primary have:

- Prepared and published this Disability and Accessibility Policy to show how the school intends to fulfil its general and specific duties
- Involved disabled people or parents of disabled pupils (pupils, staff, parents) in the development of the scheme.
- Will implement the actions in the scheme within three years.
- Will report on the scheme annually.
- Will review and revise the scheme every three years.

Meeting Statutory Duties

The governing body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled pupils and potential pupils less favourably than other non disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

These measures are detailed in this scheme.

Part 1 of the Disability Discrimination Act (DDA) 1995 defines a disabled person as someone who has, *'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'*

- Physical impairment includes sensory impairments
- 'Mental impairments' includes learning difficulties and an impairment resulting from, or consisting of, a mental illness.
- 'Substantial' means more than minor or trivial
- 'Long term' is a period longer than (or likely to be longer than) 12 months.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination

- Contenance
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The definition is broad and may include hidden impairments such as dyslexia, autism, speech and language impairments, and attention deficit hyperactivity disorder (ADHD).

People with cancer, multiple sclerosis, HIV infection, or a severe disfigurement are automatically covered by the definition.

There is significant overlap in school between those who count as disabled and those with Special Educational Needs (SEN). Not all disabled children have SEN (e.g. asthma, heart problems, cancer etc.) and not all SEN children have a disability (e.g. some children with emotional or behavioural difficulties). A disabled child has SEN if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available in their local school.

Ely St Johns Primary monitors its policies and practice to ensure no pupils or adults with disabilities are disadvantaged. Pupil progress, attainment, attendance and exclusions are monitored to spot any differentiated outcomes. The needs and the need for equality for all adults involved in the school are also taken into account.

Staff Training

The governing body will take steps to ensure that employees and those working with the school's authority:

- support the governing body in meeting its duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

The governing body will therefore ensure that all staff and those working with the authority of the school are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the school have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

Less Favourable Treatment and Reasonable Adjustments

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the less favourable treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that it has taken all reasonable steps to avoid the disabled pupil being placed at a significant disadvantage. Careful consideration will be given to how participation can be best facilitated.

A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

Meeting the School's Anticipatory Duties

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance;
- reviewing staffing arrangements to ensure the school is in a position to administer medication if required
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- Adapting the curriculum and school building appropriately to accommodate all needs and to ensure full accessibility and inclusion
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them
- ensure that staff are trained and briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents when they visit the school during the admissions process about the existence of a disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

Accessibility

The success of our school will ultimately be judged by the extent to which it serves our community, and people with special educational needs and/or disabilities are an integral part of our community. We have produced this policy which shows how we propose to make our school buildings as accessible as possible, how we intend to improve access to a full, broad and balanced curriculum, and how we plan to make information normally provided by the school in writing, available to disabled pupils and parents / carers. Our school believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We will improve the accessibility of the physical environment within the resources available for pupils and adults alike.
- We identify and monitor the performance of different groups of disabled pupils; and children with chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice and its Toolkit; and the needs of EAL pupils
- We have procedures for involving all parents/carers in their children's learning and monitoring this involvement and the outcomes.

- Educational inclusion is an integral part of the school development plan, continuous professional development and governors meetings.
- We deploy resources to pupils with SEN or disability in line with expectations

We consider the following when thinking about provision for SEN and disability:

- Staffing – employment and training
- Curriculum
- Teaching and learning
- Assessment, pupil achievement and progress
- School ethos
- Behaviour, discipline and exclusion personal development and pastoral care
- Admissions
- Attendance
- Partnership with parents and community
- Accessibility to the physical environment
- Linguistic diversity

Personnel Issues regarding employees

Due regard for the recruitment, development and retention of disabled employees and the opportunities of any employees or other adults when necessary.

The school will refer to and comply with the Disability Discrimination Act 1995.

This Policy was approved by Governors on 14th January 2015.

It will be reviewed every three years.