



# KENSWORTH PRIMARY SCHOOL

## Disability Equality Scheme & Accessibility Policy

**KPS-016**

This Policy covers the following areas of interest

- Disability Equality and Accessibility

Agreed by	The Full Governing Body
Signed	x <u>Anthony Todd</u> Anthony Todd (Chair of Governors)
Date	January 2017
Next Review Date	December 2018



## Introduction

The Governing Body has three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act (DDA):

- 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 by the planning duties in the DDA:

- 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.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.. As a school community we are fully committed the concept and practice of inclusion: 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 wellbeing of all our children are our paramount priorities. This scheme helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

## What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability, if that person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.



Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

## Aims and objectives

Kensworth Primary School is a fully 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.

- We ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- We never treat a pupil with a disability less favourably than others because of the nature of their disability.
- We will make all reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage.
- We do our best to anticipate the needs of a pupil's, a parent, or staff member with disabilities before they join the school.
- We ensure appropriate involvement of stakeholders in the on-going development of our Disability Equality Scheme and Accessibility Plan.

## Removing barriers

The governing body acknowledges the need to 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 physical environment

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.

## 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.

The school regularly reviews the way in which 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.

## Information

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, (sing along) or through a recognised symbol system,(PECs, or through ICT when required.

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

## Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff follow the necessary procedures, and will not discriminate against people with disabilities (see also Safer Recruitment Policy KPS001)

Should a member of staff become disabled, the governing body will endeavour to 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 regardless of their disabilities are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school liaises with specialists to support individual staff and pupils.

## Health and safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils (see Medical Needs Policy). We also have procedures for when blood or other bodily substances have to be cleared away. Personal health care plans are drawn up for children who require assistance with feeding/toileting /changing. These are drawn up in by the school nurse in conjunction with school and the parents.

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 to ensure disability equality.

- The Governing Body, Head teacher and SENCo, jointly discharge the responsibility of ensuring that we meet our obligation to ensure disability equality.
- The Head teacher ensures 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 ensuring disability equality for pupils, parents or staff with disabilities.
- Parents and carers are asked to keep the school 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
- Achievement
- Exclusions
- Rewards and sanctions
- Parental and pupil questionnaires

Evaluations based on these data are then reported to the governing body, and action plans are drawn up or amended as appropriate.

## Monitoring and review

The governing body has a named governor with responsibility for matters of disability 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 governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The Head teacher implements the school's disability equality scheme on a day-to-day basis, and ensures that all staff are aware of the details of the scheme as it applies to them.



The policy is published on the school website.

The Head teacher reports to the governing body annually on matters regarding the disability scheme.

This scheme will be reviewed at any time on a request from the governors, or at least once every three years.

The impact of the scheme and other policies on disability equality are reviewed by the governing body.

### **Accessibility Plan**

At Kensworth Primary School we are continually striving to improve the opportunities for all our pupils including those with disabilities: this includes monitoring and review of the curriculum and the physical environment in which the children learn.

### **Accessibility Action Plan**

At Kensworth we are currently reviewing our accessibility plan for the future and this policy will include a populated plan in the format below when the review is completed.

Area where disabled pupils/employees are restricted	Proposed action to remedy the situations	Likely Costs	Priority	Target Completion Date