Palterton Primary School Policy

Accessibility and Disability Equality Policy

Approving Body	Headteacher
Date Approved	April 2024
Review Date	October 2024
Further information/ guidance	Equality Act 2010

At Palterton Primary School, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled children and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Palterton Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

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

This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using services provided by schools.

This scheme and access plan sets out the proposals of the Governing body for the school to increase access for disabled children and the wider school community in the three areas required by the planning duties in the DDA.

It is a requirement that this is resourced, implemented and reviewed and revised as necessary. This is all addressed in the attached action plan, which shows how the school will address its priorities.

Recruitment, development and retention of disabled employees.

Palterton Primary School firmly supports the recruitment, development and retention of disabled employees and fully implements the OCC equality policy in its employment of staff. * When disabled staff are appointed a full review of their needs will be taken and adaptations negotiated where required. We positively encourage disabled people to apply and work at our school.

*Applications are divided into long-listed or rejected groups based on ability to meet job specification, which does not prejudice people with disabilities of differing needs. Special facilities will be made available at interviews where required. The person considered best qualified and experienced for the post will be offered first refusal of the position.

Educational opportunities and achievements of disabled children

All children in the school have a right to access every part of our curriculum. We ensure this by either providing an IEP that includes support for emotional and physical well being in addition to academic progress, or taking account of children who have short term needs. We have a list of children with medical needs that is updated as necessary. The School Nurse provides staff training on medical issues e.g. inhalers and diabetes.

When children enter our school parent/carers are asked confidentially if their children will need any altered provisions to allow full access. We then ensure that we plan for their inclusion through liaison meetings with parents and nursery providers. When necessary we organise additional visits to the school. We also liaise and implement personal care plans when necessary. These arrangements are outlined more fully in our access plan.

When necessary outside experts train staff to inform them on the needs of a particular child.

Access arrangements for disabled parents

Our site can be accessed by people with disabilities, however due to the age of the building there are limited routes of access for people in wheelchairs. There are no disabled toilets available at present. The taps have been adapted to meet the needs of a child in school.

Arrangements for gathering information

The progress of all children is monitored rigorously. Details for children with SEN, EAL and disabilities are recorded and if any discrepancy between them and their peers is obvious intervention programmes and additional adjustments are put in place.

Termly reviews take place for all children with SEN where their progress and needs are closely monitored. At review meeting we record children and parent's views about the children's social; and physical well being as well as their academic progress, if appropriate.

For Year 6 children we plan transition programmes individually tailored to their needs in conjunction with outside agencies if necessary and their next school. The SENCO meets with the transition schools to ensure relevant information about all of child's needs and those of the family are passed on. This year a number of additional visits were arranged to the new school for children with identified needs.

We make every effort in line with the LA policy on school trips to fully include every child. We ensure that we liaise with parents and provide the necessary additional staff and medical/personal care support when needed. We monitor the uptake of trips for children with a disability. We also plan to collect data on children's uptake of involvement in after school clubs.

Current Practices on Disability Equality

· Disability parking and access to buildings
· Differentiated work
· PSHE, SEAL materials and circle time work.
· Outings and school trips available to all.
· Contacting home if reply slips not received.

Impact of assessment of policies and provisions

Whenever policies are reviewed we access how the behaviour, disability, medical, social and academic needs of the children are planned for and assessed. Adaptations are made as necessary.

Review

This policy and action plan will be reviewed bi- annually.

ACCESSIBILITY PLAN

The aim of this Accessibility Plan is to:

- *Increase the extent to which children with disabilities can participate in the school curriculum.*
- *Improve the physical environment of the school in order to increase the extent to which children with disabilities are able to take advantage of education and associated services provided by the school and which allow parents and carers better access.*
- *Improve access to information which is of a written nature to both children and carers who have a disability.*

AIM	STRATEGIES	TIMEFRAME	RESPONSIBILITY	GOALS ACHIEVED
Increase the extent to which children with disabilities can participate in the school curriculum	Use resources tailored to the needs of children who require support to access the curriculum	Daily	All staff	Children can access the curriculum and make progress. Resources are adapted as appropriate
	Curriculum progress is tracked for all children, including those with a disability	Termly	Teachers	Children can access the curriculum and make progress. Resources are adapted as appropriate
	Curriculum is reviewed to ensure that it meets the needs of all children.	Annually	Subject Leaders	Children can access the curriculum and make progress. Resources are adapted as appropriate
	When reviewing all policies pay special attention to Disability Equality Duty	Annually	Senior Leaders	Ensure compliance with the Equality Act
	Ensure teaching and learning strategies are appropriate to support needs of all learners and are adjusted as appropriate to needs and requirements.	Daily	Teachers SENDCo	Children can access the curriculum and make progress. Resources are adapted as appropriate adapted as appropriate.
	Embed use of sensory resources to support access to the curriculum for children with sensory needs	Daily	Teachers SENDco	Children with sensory needs have reduced visible anxiety to enable them to make further progress with the curriculum
	Use of specialist equipment such as IPADS, laptops and other specialist technology as advised (and as required for need) by specialist services	Daily	Teachers/ Teaching assistant SENDCo	All children with communication needs are supported in order to access the curriculum and make progress
	Ensure disabled children can take part equally in lunchtime and after school activities Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available Ensure there is a way of getting children with all needs inc mobility issues/ wheelchairs to access activities	As required	Teachers SENDCo	Disabled children feel able to participate equally in out of school activities.

	All school visits and trips need to be accessible to all children Ensure venues and means of transport are vetted for suitability	Ongoing	Headteacher SENDCo Teachers	All children are able to access all school trips and take part in a range of activities
	To ensure to continue to hold detailed transition meeting to ensure full awareness of any accessibility to curriculum needs so adaptions can be planned	During Summer term June 2024	Headteacher SENDCo	Staff have full awareness of any accessibility issues and therefore can plan effectively to overcome barriers and ensure a smooth transition and access to the curriculum
Improve the physical environment in order to increase the extent to which children with disabilities are able to take advantage of education and associated services provided by the school and which allow parents and carers better access.	Ensure the environment is adapted to the needs of children as required ie Health and Safety audit Building conditions survey	Termly through health and safety checks	Headteacher Office manager Site manager Health & Safety Governor SENDCo	Environment is adapted as appropriate to the current needs. Adapted to needs of children in school as required and as advised by specialist services if appropriate,
	Maintain safe access for all including access to toilet facilities	Annual checks	Headteacher Office manager Site manager Health & Safety Governor SENDCo	Safe access for all
	Ensure safe exit/ evacuation for all	Daily checks Health and safety checks	Headteacher Office manager Site manager SENDCo	Ensure all disabled or impaired people can be safely evacuated and can exit safely.
	Ensure the environment supports children with hearing and/or visually impaired - Meeting and liaison with specialist teams - Risk assessment if necessary - Visits by parents and children prior to joining school	As required Summer term or In-year transition June 2024	Headteacher Site manager SENDCo	The environment allows access for children with hearing and visually impaired needs.
	Transition meeting to ensure full awareness of any accessibility to environment needs so adaptions can be planned Ensure awareness of access needs for visitors, parents and carers	As required Summer term or In-year transition June 2024	Headteacher Site manager SENDCo Teachers	Staff have full awareness of any accessibility issues and therefore can plan effectively to overcome barriers and ensure a smooth transition and accessibility
	Engage with specialist services for guidance to improve environment as required	Annually and as required	SENDCo Site manager	The environment supports accessibility for all individual needs and specialist advice is sought and actioned as appropriate.

Improve access to information which is of a written nature to both children and carers who have a disability.	Use a range of communication methods to ensure information is accessible	Annually and as required	SENDCo Site manager	Children to have access to information needed and adaptions made as per need and in response to specialist guidance and need. Adaptions made to support accessibility of information for parents/carers
	Ensure information accessibility is improved through: Signs and signage Internal signage is appropriate and supports information accessibility. Further develop pictorial or symbolic representations used to support accessibility of information Work with specialist services to adapt provision and delivery of information as needed	Regular ongoing checks	SENDCo Operations Manager	Children to have access to information needed and adaptions made as per need and in response to specialist guidance and need.
	Seating plans to be considered in order to support accessibility of information for children	Ongoing	SENDCo Teachers	Seating plans are adapted as appropriate in order to support accessibility of information for all children and so teachers are taking into consideration needs and disabilities
	Work with specialist support services such as hearing and visually impaired to ensure guidance of correct equipment and resources for need	As required	Teachers/ Teaching assistants	All visually or hearing-impaired children have appropriate support in order to access information
	Ensure staff are aware of children's needs and requirements of children in order to support delivery of information. Class teachers to be aware of the needs of the children. Ensure the school is aware of the needs of visitors and parents who may need written information in a different format and provide in a timely manner.	Ongoing As required	Headteacher Office manager Site manager Health & Safety Governor SENDCo	All staff have appropriate information in order to support and ensure accessible information for all children including those that are disabled. All visitors and parents/carers can access information.

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed. This policy is monitored and updated annually.

Links with other policies

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- SEND policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy.

Signed

SEND Governor Claire Gotteri

Headteacher/ SENDCo Ros Horsley