

Accessibility & Non-Discrimination Policy

1 Introduction

- 1.1** The 5 outcomes of Every Child Matters are at the heart of this policy. 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.
- 1.2** The Equality Act 2010 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, pre-schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.
- 1.3** From 1st October 2004 it is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school and pre-school are required to make 'reasonable adjustments' to enable access.
- 1.4** An individual Plan will be organised with any details of 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

2 What is disability?

- 2.1** The Disability and Discrimination Act 1995 (DDA) which was updated by the introduction of the Equality Act 2010 states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day to-day activities'.
- 2.2** An impairment has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned. 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.
- 2.3** 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. See (SEND Policy).

3 Aims

- 3.1** Our school and pre-school provide an inclusive environment see (Inclusion Policy). 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.
- 3.2** We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school and pre-school provide.
- 3.3** We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability. We will also take steps to take into account pupils' disabilities, even where that may involve more favourable treatment.
- 3.4.1** We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- 3.5** We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.
- 3.6** We will do our best to encourage disabled peoples' participation in public life

4 Removing barriers

4.1 The school and the pre-school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

4.2 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. Tsystem is installed in school See (SEND & Inclusion Policies).

5 The physical environment

5.1 The school has been built to meet the regulations of 2013 including adequate access through double doors, wide corridors, disabled toilets, Hygiene room with shower facilities to accommodate wheel chair access. paint schemes ,height adjustable sinks, tables and cooking facilities

6 The curriculum

6.1 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, school trips and pre-school trips in such a way that pupils with disabilities can participate.

6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.

6.3 Our library, reading books and other resources contain positive images of people with disabilities.

6.4 The school and pre-school regularly review 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.

6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans, Medical Plans and Individual needs analysis forms are effective and manageable.

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

7 Information

7.1 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, e.g. in large print, or it may be transmitted orally, or through sign language or ICT.

7.2 We always take account of disabilities, be they of the pupils, their parents, staff or governors. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter. We also ensure any written communication is translated and the use of an interrupter is available when required.

8 Staffing

8.1 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.

8.2 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.

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

8.4 The school and pre-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.

9 Health and safety see (Health & Safety Policy)

9.1 Members of staff follow the school and pre-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. Needs Analysis plans are written to cater for the needs of individual children.

9.2 The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

10 Policy into practice

10.1 The governing body is responsible for the school's duty not to discriminate.

10.2 Lesley Adam (governor) and Denise Cottam (Head Teacher) are the designated staff who jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

10.3 The head teacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

10.4 All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

10.5 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

11 Monitoring

11.1 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.

11.2 We monitor:

- Admissions;
- Attendance
- Attainment;
- Exclusions;
- Rewards and sanctions;
- Parental and pupil questionnaires.

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

12 Monitoring and review

12.1 The governing body has a named governor Lesley Adam with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school and pre-school regularly reviews its processes and procedures. The governor Lesley Adam also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA

12.2 The head teacher implements the school's and pre-school's accessibility & non-discrimination 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.

12.3 The head teacher reports to governors annually on matters regarding disability discrimination.

12.4 This policy will be reviewed at any time on a request from the governors, or at least once every 2 years.