

SPARKENHOE COMMUNITY PRIMARY SCHOOL

DISABILITY ACCESS POLICY

Introduction

Schools have a duty to all disabled pupils, staff, governors, parents and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

As the responsible body, the Governors of Sparkenhoe Community Primary School will take reasonable steps to ensure that they: -

- Do not treat disabled pupils or adults less favourably without justification, than pupils or adults who are not disabled. However this does not require the school to remove any permanent physical features or to provide auxiliary aids or services
- Plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum.

In line with the Disability and Discrimination Act (2001) School Practice, provision is guided by the Disability and Discrimination Code of Practice for Schools.

Admissions

Admission to Sparkenhoe Community Primary School is in line with LA policy. We will not discriminate against anyone with a disability.

- In the way we decide who is admitted into the school. This includes any criteria when it is over-subscribed, and the way it operates those criteria;
- In the terms for offering pupils a place at the school;
- By refusing or deliberately not accepting an application from a disabled pupil for admission to the school;
- The school takes all reasonable steps to provide effective educational provision.

The school takes steps to find out whether children being admitted or existing pupils have a disability.

Exclusions

LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent, because of his/her disability.

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Curriculum and Life of the School

At Sparkenhoe Community School we take reasonable steps to make sure that disabled pupils are not placed at a substantial disadvantage in accessing the curriculum, daily routines and extra curricular activities, compared to pupils who are not disabled.

Reasonable steps

What is reasonable?

The Act does not define "reasonable" - this depends on the individual cases and will be a matter for the Tribunal and/or appeal panels to decide. However the school can take account of the: -

- Need to maintain academic and other standards
- Budget
- Practicalities of making the particular adjustment
- Health and safety of the disabled pupil and others
- Interests of other pupils

What is a "substantial disadvantage"?

The school takes account of factors. These might include: -

- The time and effort that the disabled child might need to expend
- The inconvenience, indignity or discomfort a child might suffer
- The loss of opportunity or lack of progress that a disabled child may make compared to other non-disabled children.

Additional Support

The SEN framework is designed to provide support and services. The school's duty under the DDA is designed to sit alongside the SEN framework and is not an additional route of access to auxiliary aids or services.

Access Plan

Physical alterations for disability are covered by the longer term planning duties of LAs and schools. These include three distinct elements: -

- Improved access to the curriculum
- Physical improvement to increase access to educational and associated services
- Improved information in a range of formats for disabled pupils

Sparkenhoe Community Primary School uses the "Identify barriers to Access" checklist to audit provision and accessibility. The audit informs the School Access Plan.

Policy Date: July 2014
Disability Access policy 2014

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Action Plan

We have a duty to all disabled pupils and potential pupils, not just individuals. All policies will be kept under review to ensure that they do not discriminate against disabled pupils. Policies, procedures and practices should not be discriminating and should provide the school with the flexibility required to respond to individual needs to ensure that disabled children are not placed at a substantial disadvantage.

Monitoring and Evaluation of the Process and Action Plan

The process will be monitored at appropriate stages throughout the year e.g. Year Group meetings, SEN and staff meetings and through the Health and Safety Committee of the Governing Body.

Updates and amendments will be made as and when necessary.

Roles and Responsibilities of Staff

The Year group co-ordinators and team leaders have responsibility for the induction of new staff and each member of staff will be responsible for ensuring that the procedures are implemented.

The Headteacher has responsibility for reporting to Governors, LA, DfE and parents.

Professional Development

The school is committed to providing training opportunities for both teaching and support staff and training needs are identified within the annual staff development plan.

Roles and Responsibilities of Governors

The Governing Body is responsible for the allocation of funding and for ensuring that the procedures set out in the policy are carried out throughout the school.

The Health and Safety Committee focuses on specific aspects of access in meetings throughout the year.

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Arrangements for Review of Policy

The policy will be reviewed as part of the three year rolling programme for whole school development, initially by the Senior Leadership team and then through consultation with staff and governors.

Complaint Procedure

If there are any complaints relating to the provision for disabled children, these will be dealt with in the first instance by the Headteacher. The Chair of Governors and/or LEA may be involved at this stage, if necessary. In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal (SENDIST).

References

SEN Policy
Equal Opportunity and access to the Curriculum Policy
Health and Safety Policy
Teaching and Learning Policy
Curriculum Policies

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Date passed by Governing Body:

Signed by Headteacher:

Signed by Governor (Chair/Vice-chair/chair of committee):

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Position: