

DISABILITY & INCLUSION POLICY
(Including accessibility provision and plan)



The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 32

Introduction

The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children which may exist within our school:

- *girls and boys;*
- *minority ethnic and faith groups;*
- *children who need support to learn English as an additional language;*
- *children with special educational needs;*
- *gifted and talented children;*
- *any children who are at risk of disaffection or exclusion.*

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- *setting suitable learning challenges;*
- *responding to children's diverse learning needs;*
- *overcoming potential barriers to learning and assessment for individuals and groups of pupils;*
- *providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.*

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

do all our children achieve as much as they can?

are there differences in the achievement of different groups of children?

what are we doing for those children who we know are not achieving their best?

are our actions effective?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons or specifically targeted group sessions, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs in co-operation with and with the advice of the school's Additional Educational Needs co-ordinator.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- *feel secure and know that their contributions are valued;*
- *appreciate and value the differences they see in others;*
- *take responsibility for their own actions;*
- *participate safely in clothing that is appropriate to their religious beliefs;*
- *are taught in groupings that allow them all to experience success;*
- *use materials that reflect a range of social and cultural backgrounds, without stereotyping;*
- *have a common curriculum experience that allows for a range of different learning styles;*
- *have challenging targets that enable them to succeed;*
- *are encouraged to participate fully, regardless of disabilities or medical needs.*

The Disability Equality Duty (DED)

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 pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED) - Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format as requested so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Children with disabilities

In the past, the school has catered for children who have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- *will take account of their pace of learning and the equipment they use;*
- *will take account of the effort and concentration needed in oral work, or when using, for example, vision aids;*
- *will be adapted (or offers alternative activities) in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;*
- *will allow opportunities for them to take part in educational visits and other activities linked to their studies;*
- *will include approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light*

- in science, and to use visual resources and images both in art and design and in design and technology;*
- *will use assessment techniques that reflect their individual needs and abilities.*

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Accessibility Provision and Plan

- The school provides access to the main school building through front and rear entrances via a fixed ramp.
- Access to the Nursery/Reception class is via a fixed ramp from the enclosed outside area or by fixed ramped access from within the school building.
- Steps and ramps are fitted with handrails and painted yellow.
- Steps are yellow edged.
- The school has two disabled toilet facilities, one of which is a purpose built shower/wet room.
- All exits are marked by a lit emergency exit fitting as required by law. These fittings are new and compliant with regulations.
- All classroom lighting is governed by motion sensors negating the need for switches.
- Fire extinguishers are properly sited and signed with fluorescent signs.
- There is ease of access to all learning areas, the outside areas, games areas and school hall.
- Emergency and evacuation fittings are both audible and visual so that all are notified of any alarm activation.

Issues and Concerns

- Access to the library is by staircase which has not been adapted for use by a person confined to a wheelchair or having similar restricted / impaired movement of the lower limbs.
- Access to the school gymnasium is by steep steps. Although there is a handrail, it is not adapted for persons with severely impaired movement of the limbs e.g. confined to a wheelchair.

Considerations

- While access to the library is not currently suitable, discussions with the relevant buildings department of the Local Authority acknowledge that a suitable stair-lift could be installed should such access become necessary in the future.
- The access to the gymnasium would prove difficult to adapt for disabled access although, again, a graded, ramped walkway could be provided should such access become necessary in the future. It is noted that the school hall was originally the school gymnasium and has a floor for that purpose. This allows the hall to be used often for PE sessions.

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Approved and adopted by Governors G.K. Protheroe (Chair)

Reviewed:Autumn 2023