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<i>Approved by</i>	<i>FGB</i>

DISABILITY ACCESS POLICY (and Action Plan)

1. Legislation and documentation

We believe this policy relates to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families act 2014
- Special Educational Needs and Disability Regulations 2015

This policy is also related to the following documentation:

- Equality Act 2010: Advice for schools
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disability (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors for Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

2. Introduction

At Sholing Infant School we have a duty under the Equality Act 2010 to:

- Not treat pupils who are disabled less favourably for a reason related to their disability;
- Make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage.
- Draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

In this policy we will outline the steps that will be taken to increase access to education for pupils who are disabled in the three areas required by the Equality Act 2010:

- Increasing the extent to which pupils who are disabled can participate in the school curriculum;
- Improving the environment of school so that pupils who are disabled can take greater advantage of education and associated services;
- Improving the delivery of the curriculum to pupils who are disabled.

3. Our values

At Sholing Infant School we believe that we strive to achieve a culture and ethos within school to ensure that whatever the abilities and needs of the members of our school community, everyone is equally treated and valued; ensuring everyone is treated with respect. We provide all our children with the opportunity to experience, understand; learn about diversity. This enables us as a school community to value the diversity within.

We welcome children with disabilities and we value the views and knowledge of parents regarding their child's disability and how it affects their ability to carry out daily activities. In addition to this we also value the views and opinions of the children as they can self-assess how their disability may affect them carrying out daily activities.

4. What defines 'reasonable adjustments'?

When deciding what is reasonable the school will consider

- The financial resources available
- The cost of any in particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an Education Health and Care Plan, or by provision paid for by outside the school's resources
- Health and Safety requirements
- The interest of other pupils

5. Statement of Intent

Sholing infant School is committed to resourcing, implementing, reviewing and revising the Disability Access Policy every 3 years. Regular disability **Access Audits** are undertaken as part of this process.

At Sholing Infant School it is our intention to:

- Be sensitive to the needs of every child
- Reduce barriers to learning in every area of school life
- Ensure the curriculum is accessible to every student
- Keep equal opportunities for all pupils at the core of our practice

- Have regard to any guidance from the Department for Education as may be in force and amended from time to time

6. What is a disability?

The Equality Act 2010 describes a person who is disabled as having:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities'

Physical impairment may include mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment can cover neurological problems such as specific learning difficulties, such as, autistic spectrum conditions, speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder.

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which can relate to an underlying impairment.

Not all pupils who have a learning difficulty or special educational need are classed as disabled.

At Sholing Infant School we recognise that we have a duty to promote equality of opportunities, eliminate unlawful discrimination, eliminate harassment relating to disability, promote positive attitudes towards disabled people and encourage children with disabilities to participate fully in school life.

7. Identifying pupils needs

Parents/ carers, pupils, teachers and the SENCo (Miss Jelley) will all work cohesively together to identify and provide for all children's individual needs. These needs will be recorded on passports to learning, Education Health and Care Plans (EHC). The parent/carer and the pupil's views will be at the centre of the planning process.

At the point of registration to the school parents/carers are asked to notify the school of any disabilities, special educational needs and medical needs their child may have. If a need arises after the initial registration for school, we should be informed as soon as possible. This should be done through the school office, or the head teacher (Mrs Houghton info@sholinginfantschool.org.uk) or through the SENCo (Miss Jelley, j.jelley@sholinginfantschool.org.uk) . Parents/ carers will be asked to complete a medical form where it will ask if there are any special circumstances relating to a child's health or a disability that may affect the child's ability to participate fully in day-to-day school life. To support this parents/carers will be asked to provide any relevant reports such as Education Health and Care Plans (EHC), Nursery reports and consultation notes from any outside agencies such as Educational Psychologist.

Parents can also request a meeting with the SENCo (Miss Jelley) before the child starts school. This provides an opportunity to discuss the child and what, if any, reasonable

adjustments can be made to fully support the child at school. In order to support this school may also request additional information such as medical notes, audits from outside agencies.

At Sholing Infant school we firmly believe that strong communication links between school and home are vital for all children. We recognise that it is particularly important for those children who have a disability, as needs may change over time or new needs arise. With strong communication links we will strive to make reasonable adjustments to meet the needs of the child, allowing them to continue to thrive at school.

If a child is failing to thrive at school; the school has taken advice from outside agencies such as Educational Psychologists, the child is not making progress the parents/ carers will be advised on next steps available to them. After reasonable adjustments have been made and Sholing Infant school is unable to adequately meet the child's needs or provide an environment that allows them to achieve, the Head Teacher may request that the parents withdraw their child. The Head Teacher will meet with parents; the school will then support them to move their child to another educational establishment.

Throughout the whole process Sholing Infant school will take full account of:

- Pupil and parent/ carer views
- Specific impairments
- Advice from teachers
- Advice from outside agencies

8. Our school ethos

We are proud to have an ethos of support, collaboration and respect for one another. We all work hard to create a safe and caring environment to allow all our children to experience success and happiness. Everyone in our school community will benefit from this policy as it allows them to take full advantage of all the opportunities we have to offer as a school.

As a school we are committed to providing an accessible environment which values and is inclusive of our school community, including, pupils; staff; parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. At Sholing Infant School we are committed to challenge any negative attitudes towards disability or accessibility; allowing us to develop a culture of awareness, tolerance and above all inclusion.

9. Responsibilities

We believe it is important for this policy to outline the roles and responsibilities of all those involved in the procedures and arrangements in connection with this policy.

It is the responsibility of the Head Teacher, the Deputy Head Teacher and the SENCo to coordinate this policy. It is the responsibility of all teaching staff to implement this policy on a daily basis.

In order for Sholing Infant school to be fully compliant with the Equality Act 2010, all staff are made aware of their duties towards children who are disabled as well as the 'reasonable adjustments' that are needed for particular children.

The governing body has the responsibility to:

- Appoint a member of staff to be responsible for special educational needs and disabilities (SENCO)
- Delegate powers and responsibilities to the Head Teacher to ensure all school staff and stakeholders are aware of and comply with this policy
- Comply with the Disability Discrimination Act 1995 and with Disability Rights Commission Code of Practice (2002)
- Publish an Accessibility Plan (under DDA(as amended by SENDA) but not to
 1. Discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 2. Treat disabled pupils less favourably
 3. Take reasonable steps to avoid putting disabled pupils at a substantiated disadvantage
- Work with parents/carers to ensure the full needs of each individual child is met, as we value the parents/ carers view of how their child can carry out day-to-day activities
- Respect the rights of the child and parent's/carer's to confidentiality
- Provide all pupils with a broad and balanced curriculum which is differentiated to meet the needs of individual pupils and their preferred learning style
- Endorse the key principles from the National Curriculum 2014 framework that is an inclusive curriculum as it allows :
 - o Suitable learning challenges
 - o Teachers to respond to the diverse learning needs of all pupils
 - o Individual and groups of learners overcome potential barriers to learning
- Ensure all staff at school complies with all equalities legislations.

The Head Teacher has the responsibility to:

- Work closely with the link governor and the coordinator
- Devise a new plan ever three years in conjunction with the Governing Body
- Oversee the implementation of the policy, Scheme and Plan
- Organise ongoing training for staff and governors in the matter of disability discrimination
- Ensure all staff, pupils and parents/carers are aware of this policy and comply with it
- Report to the governors on procedures that are in place to support staff with disabilities
- Provide guidance, support and training to all staff
- Monitor the effectiveness of this policy by:
 - o Monitoring the physical environment of the school
 - o Monitoring the provision of information
 - o Monitoring the delivery of the curriculum by:
 - Monitoring learning and teaching
 - Monitoring planning and assessment
 - Leasing with pupils, staff parents/carers and governors

The SENCo has the responsibility to:

- Lead the development of this policy throughout the school
- Liaise with staff to discuss what changes are needed within the school environment, and to the provision of information and delivery of the curriculum
- Annually review and adjust the Accessibility Action Plan
- Work closely with the Head Teacher and the nominated governor

- Provide guidance and support to staff
- Provide training to staff when a need arises
- Undertake risk assessments when necessary
- Review and monitor

The responsibility of the nominated governor is to:

- Work closely with the Head Teacher and SENCo
- Ensure everyone connected with school is aware of this policy
- Attend all training related to this policy
- Identify what improvements can be made to our extra-curricular activities to help our disabled pupils access them
- Identify training needs of school staff
- Annually review this policy and the Disability Accessibility Plan

The responsibility of the school staff is to:

- Comply with all aspects of this policy
- Liaise with SENCo to discuss what changes are needed within the school environment, and to the provision of information and delivery of the curriculum
- Report and deal with any incidents of discrimination
- Work in partnership with parents/carers to keep them up to date with their child's progress and behaviour at school

The responsibility of Parents/Carers is to:

- Be aware of and comply with this policy
- Inform the school of their child's disability
- Share their knowledge of their child's disability and how it affects them when understating daily activities

We will raise awareness of this policy through the school website where it can be found and downloaded, as well as meetings with the school staff.

10. Concerns or complaints

Sholing Infant School has an internal complains procedure. The first port of call is always the class teacher, any concerns you may have we ask that you raise them with the class teacher. If you remain unsatisfied with the situation after giving the class teacher time to act upon the complaint then you can escalate it to the Head Teacher, she will then deal with the complaint, she may request a meeting with you, or alternatively she will update you with a phone call. If you remain unsatisfied that the situation is not resolved, the complaint will be looked at by the Governing Body. Beyond this the Disability Rights Commission (<https://www.disabilityrightsuk.org>; 03309950414) provides a confidential advice helpline.

WE also recognise that children who are disabled or have a special educational need may be at risk from bullying. We have an Anti-Bullying policy which makes it clear that bullying behaviour of any kind is not tolerated and will be taken seriously.

We will maintain the Accessibility Plan to ensure that current and future planning requirements are addressed. The plan will be reviewed termly by the SENCo and the Head Teacher and in turn reported to the Governing Body on an annual basis.

Accessibility planning objectives (for anticipatory reasonable adjustments):

School name: Sholing Infant school

Dates from: October 2018 To October 2021 (3 years)

Accessibility plan code:

C: increasing the extent to which everyone can participate in the school curriculum

E: improving the physical environment so everyone can take advantage of education

I: improving the delivery of information so that it is accessible to everyone

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility planning code	Actions: How	Actions: Who (lead person)	Actions: Resources	Evidence To be collected to measure progress	Dates (from and to)
To improve access to and within school for pupils and their families with physical difficulties and Special Educational Needs. <i>Highlighted by:</i> <u>Inclusion Standard 5.8</u> The setting regularly audits the environment to overcome any barriers to inclusion for children and young people	E	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Head Teacher Site Manager SLT		Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	Ongoing. Reviewed each term.
To ensure all children can attend school trips, to allow their learning to continue with peers outside the	C	School will do a pre-visit to the site of the trip and carry out a	Year Leader Class Teacher	Pre-Visit to trip site	Risk assessments completed. Parental/carers/ pupil view	Starting October 2018 – Ongoing.

<p>school setting. <i>Highlighted by:</i> <u>Inclusion Standard 5.8</u> The setting regularly audits the environment to overcome any barriers to inclusion for children and young people</p>		<p>risk assessment. This will be a generic one and then one in detail for any children with a disability.</p>	<p>Head Teacher SENCo</p>		<p>of trip. Child participation of trip</p>	<p>Reviewed yearly.</p>
<p><u>Inclusion Standard 5.10</u> The setting audits the environment to ensure it is accessible and safe to families and community users</p>	E	<p>Families with children with physical disabilities can make use of disabled parking space in car park. They will need access from 8.30 and 2.45.</p>	<p>Site Manager</p>		<p>Registers Parent/ carer or pupil voice.</p>	<p>Ongoing. Reviewed each term.</p>
<p>To improve pupil voice for children with Special Educational Needs enabling them to discuss their learning and aspirations. <u>Inclusion Standard 8.4</u> Children are involved in a wide range of decision making processes that affect their lives with involvement as they age and mature</p>	C, I	<p>Children with Special Educational Needs to be given key roles within school.</p>	<p>All staff.</p>	<p>School council. School ambassadors.</p>	<p>School Council minutes.</p>	<p>October 2018- December 2018</p>
<p>To improve progress and participation of pupils with Special Educational Needs. <i>Highlighted by:</i> <u>Inclusion Standard 6.2</u> Teaching and learning activities are based on an understanding of how children learn. <u>Inclusion Standard 6.3</u> Reasonable adjustments are anticipated to remove barriers to</p>	C, E, I	<p>Autism Training for all staff.</p> <p>Blocked speech and language therapy programme for children.</p>	<p>Head Teacher Deputy Head SENCo SALT ELSA</p>	<p>Twilights</p> <p>Speech and language programmes</p>	<p>Consistent approach across the school to support children with autism. Staff registers for twilights. Pupil/ parent/ carer opinions. Speech and language reports on programs. Progress in S&L in EYFS</p>	<p>Start in January 2019, embedded by January 2020.</p>

<p>learning and participation. <u>Inclusion Statement 6.12</u> The setting works with specialist external agencies to develop appropriate teaching and learning.</p>		<p>Provide a quiet safe place for children to go at lunch and break times, who find playground too 'busy'</p>		<p>Lunch bunch room. Colouring. ELSA time.</p>	<p>Less behaviour incidents at lunch time. Pupil voice.</p>	
<p>To establish drop in sessions within school to provide parental support networks. <i>Highlighted by:</i> <u>Inclusion Standard 9.4</u> The setting empowers all families to communicate their views about the needs of their child. <u>Inclusion Standard 9.7</u> The setting provides a range of opportunities for families to support their children through a variety of support groups and workshops.</p>	<p>C, I</p>	<p>Establish drop-in sessions with the SENCo. Initially just as an internal support system, branching out to offer different forms of support each time from external agencies.</p>	<p>SENCo Inclusion governor Parents/carers Outside agencies</p>	<p>Activity area refreshments</p>	<p>Attendance of drop-ins Invitations resources</p>	<p>Start September 2018 – ongoing until September 2021</p>

Co-ordinator: Jess Jelley

Nominated governor: Joy Blanchard