

Caldecote Community Primary School



Disability Discrimination and Access Policy

Care, Challenge, Persevere, Succeed - we are Caldecote!

Completed November 25 by FP

Ratified by Governing Body
Review (Nov 27)

Values Statement

At Caldecote, we are a learning community committed to helping our students reach beyond their grasp. We achieve this by living according to our shared values which create an environment in which all feel safe, welcome and ready to learn.

Care: we respect each other and our school environment.

Challenge: we are ready to learn; we aim high.

Persevere: we are resilient and we don't give up.

Succeed: we expect the best from everyone; we achieve our goals.

Care, Challenge, Persevere, Succeed - we are Caldecote!

Through our commitment to these values, we prepare our children for the brightest possible futures, equipping them with the motivation, resilience and beliefs needed to succeed.

Policy on Disability Discrimination including Access

(see also Health and Safety ; Inclusion; Special Educational Needs)

1 Introduction

- 1.1 We value the individuality of all of our children. 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 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 became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.
- 1.4 Our Accessibility Plan details the 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 A person is classed as disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.
- 2.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties, such as dyslexia or autism. 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.

3 Aims and objectives

- 3.1 Our school aims to be an inclusive school. 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 provides.
- 3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.
- 3.4 We will make all reasonable adjustments to ensure that a pupil, visitor 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, visitor or staff member with disabilities before s/he joins the school.

4 Removing barriers

- 4.1 The school must make reasonable adjustments to ensure that pupils, visitors and members of staff 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 we will take all necessary steps to ensure all pupils can access the full curriculum.
- 4.3 The Accessibility Plan covers the measures we are still taking to improve our school.

5 The physical environment

- 5.1 We will endeavour to improve provision for disabled pupils, visitors and staff by developing the physical environment of the school, within the limits of the resources available.

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 and 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 regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, physical resources, the deployment of support staff, timetabling and staff training.
- 6.5 Many of the adjustments we make are dependent upon individual needs, and we encourage staff to make individualised approaches. Individual Education Plans are in place for each child with a physical, mental or learning disability. Individual Healthcare Plans are available for children with significant health needs.
- 6.6 We seek and respond to guidance from the parents/carers 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, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT. Printed information will conform to Dyslexia Friendly guidelines.
- 7.2 We always take account of disabilities, be they the pupils' or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

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 where possible.
- 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 This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, occupational therapists, counsellors, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the SEND Support Services.

9 Health and safety

- 9.1 Members of staff follow the 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.
- 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.
- 9.3 Guide Dogs or assistance animals are permitted to enter the school building with prior permission. We ask that we are informed prior to the visit as some children/staff may have allergies or be frightened of animals. We will be able to then make reasonable adjustments within school.
- 9.4 Pupils who require intimate care will have an individual care plan with designated staff members named within the document. Intimate care should not be provided by anyone not named within the plan except in exceptional circumstances.

10 Policy into practice

- 10.1 The Governing Body is responsible for the school's duty not to discriminate.
- 10.2 The Governor for Special Educational Needs and Disabilities, the Headteacher and the Special Educational Needs Co-ordinators (SENCOs) jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.
- 10.3 The Headteacher 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, visitors 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 Evaluations based on this 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 with a 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 regularly review its processes and procedures. The governor in question also liaises with the school, who will keep the governor updated with any developments from the LA and other external agencies and will ensure that the school's procedures are in line with those of the LA.
- 12.2 The Headteacher implements the school's Disability Discrimination and Access 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 Headteacher 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 two years.

Signed:

Date: