

# ST LUKE'S C OF E PRIMARY SCHOOL



## DISABILITY ACCESS POLICY

Spring 2014

# Tiptree St Luke's C of E Primary School Disability Access Policy

## Introduction

The disability discrimination act 2005 states that we as a school are required to cater for our adults and children who, as a result of a physical or mental problem, are less able to take full advantage of the range of facilities the school has to offer.

St Luke's Primary School aims to provide excellent and enjoyable quality first teaching for all pupils. The school recognises that the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005 (DDA), places a duty on all public sector authorities to promote disability equality.

As part of their duties under the DDA schools are required to publish a Disability Access Policy. This policy provides the criteria to follow in order to ensure that the school fully complies with its duties. At the heart of the scheme the school recognises that Every Child Matters and that all staff strive to ensure, where reasonably possible, that no child is placed at a disadvantage.

## The General Duty

The general duty requires public authorities to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The school must have due regard to:

- Promote Equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination under the DDA
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities, **even where that involves more favourable treatment.**

## **Definition of Disability**

The school will use the definition as given by the DDA that a person who is disabled is:

“One who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.”

This policy recognises that there is no longer a need for a mental impairment to be clinically well recognised.

***The Disability Equality in Education further recommends, and St Luke’s accepts, that all pupils with SEN and those with long term medical needs need to be treated as disabled for the purposes of the Act and for equality.***

## **Involvement of people with a disability**

A disability access party consists of the group range from the SEN and Inclusion Manager (senior member of staff with responsibility for promoting the accessibility plan) staff who are experienced working with physically disabled pupils, and school governors.

The group will consult with pupils through the school council agenda, with staff through staff meetings and governors and parents through the Head Teacher or Inclusion manager.

Staff training for teachers on the DDA group will be held regularly and monitored by the Inclusion manager who will also ensure that the governors are updated annually.

Pupils’ awareness is informed through the sharing of the scheme at school council meetings and with class based discussions in Personal Social Health Education and Philosophy.

## **Staff / Governor**

St Luke’s is an inclusive school whose aims are to provide for the whole community.

It is essential that the school knows its’ staff and governors in order to comprehensively plan for their effectiveness and well-being. The school will ensure that reasonable adjustments to working conditions are observed and provided for.

## **Informing the school of a disability**

### **Employees**

Staff are questioned about any disabilities they may have through the LA's application for employment. The school adheres to the Safer Recruitment guidelines and two governors have completed relevant training. The school keeps a record of staff who have declared a disability.

The decision whether or not to disclose a disability lies firstly with the person themselves. The school will not treat any staff or potential member of staff less favourably due to a disability. The school aims to promote an ethos where the benefit of informing the school of a disability is favourable for all. If a person wishes to maintain confidentiality then the school will endeavour to ensure that reasonable adjustments are made.

### **Pupils**

The decision whether to disclose disabilities lie with the pupil and their parents. However St Lukes' feels that the greatest benefit for all pupils is informing the school of disabilities to empower the school to make reasonable adjustments.

### **Staff development**

The school values the importance of staff development and all staff are encouraged to train and develop their skills. If a disability is disclosed the school will ensure that induction, training and career opportunities are also available to ensure DDA compliance. The school will also ensure that appropriate steps are taken to communicate to all staff, governors, children and parents are aware that the school will not tolerate any harassment or bullying.

### **Overcoming Physical Barriers**

All proposed physical changes to the school buildings and grounds will be considered from an accessibility perspective before they are implemented. Further, the accessibility plan will be amended as appropriate to reflect any physical changes to the school environment (see appendix i)

## **Learning Opportunities**

All learning opportunities will be made available to every pupil in the school regardless of the fact that they may have a disability.

## **Enabling staff to make reasonable adjustments**

Staff will consider any reasonable adjustments that are needed. The Inclusion Manager is responsible for ensuring that staff are supported in making and recording any reasonable adjustments they currently make on the provision map. The school will regularly survey staff views on their own ability to make reasonable adjustments the results of which will provide valuable information for Continual Professional Development and Performance Management targets.

## **Monitoring effectiveness**

The scheme will be reported on annually and discussed with staff at the beginning of each academic year.

## **How the school develops understanding of the range of disabilities**

The school is committed to developing positive attitudes towards disabled people and it is delivered within the PSHCE curriculum. In certain situations the school acknowledges that a specific disability and the effects of that will need to be made explicit to groups of children. The school will maintain confidentiality within the class community and ascertain parental consent before sharing any information with the child's peers.

## **Reasonable Adjustments at St Luke's Primary School**

Extended school opportunities are provided for on school premises and all pupils are welcome to attend.

School clubs will pass participant lists to the Inclusion Manager so necessary information can be shared regarding the children's needs.

Where the school has knowledge of the child's disability, reasonable adjustments to learning situations, i.e. how we communicate with children through different learning and teaching styles and the differentiated curriculum, will be made.

The school will make reasonable adjustments for children and a system of provision mapping has been adopted in order to record and assess the effectiveness of them.

## **The recording and transferring of information between classes and schools**

The school is improving its information gathering system on admission to school and the school will record and inform all staff of previous adjustments for pupils. The school has effective assessment and monitoring policies for all children and specifically those who are considered to be disabled. These systems enable effective transition planning and activities for all pupils.

The school will also consider its risk assessment guidelines as part of the physical intervention policy in association with disabled children. This will enable staff to make reasonable adjustments to the environment and develop strategies to meet the needs of children with social, emotional and behavioural disabilities.

## **Consulting with children**

The Disability Scheme will be shared with pupils within the school council arena and then within the classroom. Minutes of the meetings will be used as evidence of children's views and informed feedback will be given to the school council on their proposals as a means of recording the actions taken by the school.

## **Parents/ Carers**

The school will strive to ensure parents and carers receive the support necessary to enable their children to make progress. The school will target communication with parents as part of the Disability Accessibility Scheme.

## **Consulting with parents**

After the disability policy has been discussed with children within school the policy will be produced to share with parents. All parents are welcome to offer their comments and concerns. It is the school's intention to use these contributions to improve and develop the school's procedures.

## **Monitoring and review**

The effectiveness of this scheme will be reviewed and evaluated by the disability access working party on at least an annual basis. The Headteacher will report the result of the evaluation to the governing body and recommend any policy changes as and when they become necessary.

**Improving the Physical Environment**  
**Priority: Physical Disability**

**Targets:**

- **Accessibility to school buildings**
- **Internal premises**
- **External premises**

<b>Actions</b>	<b>By whom</b>	<b>By when</b>	<b>Resources needed</b>	<b>Outcome (with success criteria where appropriate)</b>	<b>Monitoring/evaluation arrangements</b>
<p><b>Accessibility to school buildings</b>  <b>Install door bell</b> at main entrance ensuring it is at an accessible height for wheelchair users – label with disability assistance sign.            Sounder to be located in office to ensure assistance given promptly.</p>	Site Manager	Sept 14	Wireless weather proof door bell - £100.00	Assistance will be available to wheelchair users.	
<p><b>Access to car park</b>            System to be designed to assist disabled drivers to gain access to car park.</p>	SM Team	Sept 15	Wireless weather proof door bell on post at gate entrance £500.00	Ability to gain independent access to car park.	
<p><b>Investigate electric door openers</b> to allow independent movement through main building.            Install automatic openers on internal doors</p>	Headteacher	Sept 16	Electronic door openers to attach to each door plus electrician £875 per door (20 doors)	Independence of movement into and through building	

Ratified: 13 February 2014  
 Review due: Spring 2015  
 Learning Environment Team

Actions	By whom	By when	Resources needed	Outcome (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p><b>Internal Premises</b></p> <p><b>Redecoration</b> During redecoration contrast surrounding doorways should be provided to assist visually impaired pupils and adults.</p>	Site Manager	In line with AMP planned cycle	Paint	Assisted independence of visually impaired.	
<p><b>External Premises</b></p> <p><b>Outdoor environment for curriculum use</b> Audit outdoor facilities considering DDA.</p> <p>Identify additional resources needed.</p> <p>If necessary, purchase of resources.</p>	<p>SENDco</p> <p>SM Team</p> <p>Head-teacher</p>	<p>Review Summer 14</p> <p>Summer 14</p> <p>Summer 14</p>	<p>To be identified. £250</p>	Outdoor environment accessible to all pupils.	

Actions	By whom	By when	Resources needed	Outcome (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p><b>New Builds</b> When extensions are to be built the following should be within the design brief:</p> <ul style="list-style-type: none"> <li>• Fire alarms to be fitted that allow light and sound alarm system</li> <li>• Design of rooms to consider acoustics</li> <li>• Door thresholds to be wheelchair user friendly</li> <li>• Doorways to be in contrast paint</li> <li>• ICT whiteboard to be situated out of line with natural light sources</li> <li>• PIR lighting to be installed in stock areas, cloakrooms and disabled toilets</li> </ul>	Governors SM Team and Architect	When necessary		New builds to meet DDA.	