The Dingle Primary School

Accessibility Policy
(Incorporating Disability Equality)

This Accessibility Policy is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind The Dingle Primary School puts accessibility for all at the heart of the planning and design process.
The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Statutory Duty

As a school we recognise:
(1) Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001) and the Equality Act 2010
"from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services."
Schools and LEAs, therefore, must:

- Not treat disabled pupils less favourably; *and*
- Must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

(2) That the Local Authority and school governors have the duty to publish Accessibility strategies and plans.

Definition of Disability

Disability is 'a physical or mental impairment (including sensory and hidden) which has a substantial (more than minor or trivial) and long-term (over 12 months) adverse effect on a person's ability to carry out normal day-to-day activities.' **(DDA 1995 Part 1 para. 1.1.)**

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects

- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Disability includes learning disabilities, dyslexia, diabetes and epilepsy, speech and language impairments and ADHD regardless of whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

Disability includes progressive conditions i.e. conditions that are likely to change and develop over time e.g. cancer, multiple sclerosis and HIV infection.
It is necessary for the effect of the impairment to be considered as it would be without any medication or other treatment e.g. epilepsy.

Key Objectives

The school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive education, we will endeavour to ensure that all our pupils receive a high standard of education.

In order to ensure that we effectively meet the needs of disabled students the school will:

- Ensure that the Accessibility Policy is published on the School's website.
- Have high expectations of all pupils.
- Find ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- Plan out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.
- Establish an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Devise teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Plan the physical environment of the school to cater for the needs of pupils with disabilities.
- Raise awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- Provide written information for pupils with disabilities in a form which is user friendly.

Improving the Physical Environment

The Dingle Primary School has been designed to be accessible for all users, having space in which people can easily move, interact and use the physical features. Employees are part of the school, both in terms of their own interaction with pupils and parents, and also the ease with which they work within their physical environment.

The school has an entrance for vehicles, with disabled parking available, and separate pedestrian access.

All areas around the school are on one level and accessible to all. Ramps are provided for use by wheelchair users.

The school has extensive grounds which become outdoor classrooms to reinforce the curriculum and offer experiences at break and lunchtimes. Staff ensure that the ethos of the school is carried into the grounds in all key stages.

The school has an accessible reception area with automatic doors, access to seating, a phone, and the availability of the reception team for additional support. Accessible toilet facilities are available for pupils, staff and visitors and there is also a shower facility.

Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting. Rooms have contrast colours / paint identifying doors from walls to allow for children/people with a visual impairment to distinguish doorways easily. The school is aware of the affect that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the Site Maintenance Officer undertakes any repairs as soon as possible.

Fire evacuation procedures are displayed in every classroom and other areas around the school and there is a fire drill every term. Signage around the school adheres to current Health and Safety regulations and there is also signage using symbols/pictures. Separate risk assessments are drawn up for children that require support to leave the building during fire drills or other emergency procedures.

All outside areas are maintained regularly by the Site Maintenance Officer and monitored by the School Business Manager. The Site Maintenance Officer monitors the general internal condition of the school on a daily basis, also monitoring Health and Safety issues and completing statutory building checks. The school staff note any maintenance items in a book located in the staffroom for the Site Maintenance Officer to attend to. Contractors are brought in for issues not within the remit of the Site Maintenance Officer.

Access to the Curriculum

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

The school has successfully supported pupils with a range of disabilities - hearing and sight impairment, neurological conditions, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on assessing children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The School Support Plan (SSP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Advice from health professionals such as physiotherapists or occupational therapists
- Technological enhancements – sound systems, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at The Dingle Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's School Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Developing a Voice for Pupils, Parents/Carers and Staff

- All children have open access to staff, including Senior Management.
- Individual appointments are made following requests from parents and carers to discuss their child's specific needs.
- The school SENCO is available most days for parents to access either by appointment, by email, or by dropping by.
- Parents and pupils play an important role in the planning, implementation and reviewing of School Support plans.
- Parents and carers are made aware of all meetings, curriculum developments, activities etc in the newsletter. Letters can be read to adults with reading difficulties, or alternative arrangements are made such as emailing/texting information.
- Support is given to parents and carers who have difficulties completing forms, either from school, or with regard to benefit support for disabled children.
- Children with disabilities frequently need additional support at home and within the community. Applications for Disability Benefits require detailed information from school. All such requests are met.
- Parents and carers may request reports to assist with medical assessments e.g. a supporting letter to take to the GP.

- Parents and carers are made aware of the support available to them from Cheshire East Information, Advice and Support (CEIAS).

- Children with disabilities have access to all extra curricular clubs.

- Meetings take place within school to support children and their parents with difficulties which may be specific to home e.g. difficulties managing behaviour at home.

Eliminating harassment and Bullying

The Dingle Primary School recognises that harassment and bullying takes place within all such institutions. All allegations are investigated thoroughly and appropriate action taken. Any incidents are recorded on an incident form and on CPOMS.

The school takes part in National Anti-Bullying Week.

In order to raise the profile and positive image of children with disabilities, achievements are celebrated regardless of whether they have been made in or out of school during a weekly assembly.

Reasonable Adjustments

The Equality Act states that Schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan and the Asset Management Plan. The Dingle Primary School will continue to make 'reasonable adjustments' to ensure that disabled students, parents or visitors attending the school are not discriminated against. Making reasonable adjustments could include:

- Adjustments are made within class through differentiation by outcome and support given.

- Teaching and pastoral arrangements are flexible and designed to meet specific needs.

- Specialist equipment is used to support children within the classroom and in PE.

- Adjustments are made regarding off site and residential visits to ensure that pupils are included. Staff visit venues prior to the visit and adapt accordingly.

- Additional dedicated adult support is available to enable specific children to be supported in school during breaks and at lunchtime.

- Exercise programmes are provided to support individual needs e.g. motor skills difficulties.

- Speech and Language programmes provide additional support within school so that children do not have to be withdrawn for Clinic sessions and can be given frequent therapy.

- Time out and quiet work areas are provided for children with Autism.

- Medication (with parental consent) will be given e.g. Ritalin.

- Monitoring of blood sugar levels and the administration of snacks are undertaken for Diabetic pupils.

- Epileptic pupils are monitored for 'absences' and fits.

- Seating arrangements within class take into account pupils with hearing and visual impairments.

- Classrooms are screened and modified, if necessary, if acoustically unsuitable for a child with a hearing aid.

- Dietary requirements are catered for e.g. food allergies, gluten intolerance etc.

- Inhalers are kept in school for asthmatic children and taken on school outings.

- Access arrangements remain under constant review.

- Risk assessments are undertaken by the Disability Support team and building adaptations take place following their recommendations.

Information, Performance and Evidence

Pupil Achievement
Progress is tracked in accordance with school standard tracking procedures and is monitored with regard to the categories of need shown on the Special Needs and Disabilities Register.

Learning Opportunities
Learning opportunities are available to all pupils and are delivered following any necessary reasonable adjustment.
Curriculum plans promote the understanding of disability.

Admissions, Transitions, Exclusions (including Social, Emotional and Mental Health Difficulties)
The Dingle Primary School's Admissions Policy is in line with the Local Authority regulations and does not discriminate against pupils with disabilities.

Social Relationships
There are a number of children within school who have disabilities who are providing good role models for the other children.

Employing, promoting and training disabled staff
All interview paperwork is kept to ensure that no discrimination has taken place. Interview questions are the same for each candidate and allocated to panel members prior to the interviews.

The Governing Body

The Governing Body follows its duty with regard to the implementation of the General Duty by:

- Monitoring policies and practices to ensure that disabled pupils are not placed at a disadvantage compared to their non-disabled peers.
- Taking reasonable steps in anticipation of the broad range of needs and requirements, not only of current, but future pupils. Provision needs to be 'anticipatory' not based on waiting until a child with a particular disability seeks admission to the school.
- Ensuring the maintenance of academic and other standards for pupils with a disability.
- Taking into account the Health and Safety needs of disabled and other pupils within the school.
- Reviewing practices and procedures on a continuing basis.
- Ensuring that recruitment and retention of all staff reflects the legislation regards the rights of disabled adults.
- Maintaining an overview of consultation procedures and outcomes.
- Encouraging disabled parents, carers and members of the wider community to become governors.

In Conclusion

The Dingle Primary is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi disciplinary professional teams to deliver the right education for all pupils. On-going staff training is a priority in our responsiveness for the future.

Policy reviewed by Jill Hayes, SENCO, March 2023.
To be reviewed: Spring 2024.

Approved by..... Dated:
Headteacher

Approved by..... Dated: 29.3.23
Chair of Governors