

Churchfield Primary School

ACCESSIBILITY POLICY AND PLAN

September 2020

CHURCHFIELD PRIMARY SCHOOL DISABILITY EQUALITY POLICY / ACCESSIBILITY PLAN

1. Purpose of this Policy and Accessibility Plan

At Churchfield Primary School we are committed to ensuring equality of opportunity for all. We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the knowledge that they will receive a positive and supportive response which facilitates their full participation in the range of activities offered by the school. At Churchfield Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community.

2. The Disability Equality Duty (DED)

Definition of Disability

The Disability Discrimination Act of 1995 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 Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act (DDA) of 1995 to cover education. Since September 2002 the school's Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA, which are:

- i. Not to treat disabled pupils less favourably for a reason related to their disability
- ii. To make reasonable adjustments for disabled pupils to ensure that they are not at a substantial disadvantage, and
- iii. To plan to increase access to the physical environment, the curriculum and written information (documented in an Accessibility Plan).

The Disability Discrimination Act of 2005 has extended the definition of disability to include people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with attention deficit hyperactivity disorder (ADHD), autistic spectrum disorder, down's syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and human immunodeficiency virus (HIV) are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, those who have recovered from cancer, or people with a history of mental illness), then they are still covered by the legislation for the rest of their life.

3. The Duty

The Disability Discrimination Act (DDA) of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

Promoting equality of opportunity between disabled persons and other persons
Eliminating discrimination that is unlawful under the DDA
Eliminating harassment of disabled persons that is related to their disability
Promoting positive attitudes towards disabled persons
Encouraging participation in public life by disabled persons
Taking steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

This general duty is also known as the Disability Equality Duty (DED).
A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle.

4. Unlawful Discrimination

Churchfield Primary School will ensure that discrimination is avoided in:

the selection, appointment and promotion arrangements for staff;
staff conditions of service;
staff training;
the arrangements for determining student admission;
the terms on which admission is offered;
refusing or deliberately omitting to accept an admission application;
provision of education or associated services (including educational visits and extra-curricular activities);
exclusions;

5. Pupils

Churchfield Primary School fully supports and believes that:

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils and young people, while bearing in mind the interests of other pupils and young people. The school is required to make under the terms of SENDA 2001;

Improvements in access to the curriculum for disabled pupils and young people;

Physical improvements to increase access to education and associated services (e.g. extra – curricular activities); and

Improvements in the provision of information in a range of formats for disabled pupils and young people

There is an additional requirement for schools to explore whether or not pupils with behavioural issues may or may not have an underlying disability leading to this. For example, the following can be underlying reasons for poor behaviour; mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

The school will take into account all these requirements when considering the inclusion and treatment of disabled pupils in the school.

(N.B. Behaviour difficulties arising from social or domestic circumstances are not covered by the Act).

6. Pupils - Education and Associated Services

The school will examine each individual case to determine the best adjustments that can be made to accommodate every individual's needs.

The school aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for pupils and young people with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services.

All relevant information is recorded on the individual's school record (staff or student).

A review will be held at least annually as part of the annual Performance

Management/Appraisal programme in the case of staff, or as part of the whole school review process and the annual special needs review in the case of pupils.

Risk assessments will be carried out on behalf of disabled staff, pupils and visitors on an annual basis, and as circumstances change.

These risk assessments will be the responsibility of:

The Office Manager and Headteacher and the Inclusion Development Leader/SENCo.

9. Achievements of Disabled Pupils

Records are kept of all pupils' achievements including those with Special Educational Needs (SEN) and/or a disability. Any individual feedback from pupils, parents or carers regarding specific actions are recorded on the student's file. Achievements of all pupils are valued at Churchfield Primary School whether they are of an academic, social or spiritual value.

10. Educational Opportunities available to Disabled Pupils

Alternative provision to access to all areas of curriculum teaching will be put in place if a student is physically unable to go to class.

We will endeavour to ensure that all pupils have equal access to educational visits/trips.

All pupils have the right to attend all trips and residential visits. This will be achieved through careful consultation with parents/carers, planning, funding and adequate manning of visits.

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning.

Access arrangements will allow equal access to examinations, so that pupils can fulfil their potential. Pupils will be entered for the level of examination which is appropriate for their level of ability.

11. Sensory Support for Pupils

The school will make provision to enable pupils with sensory support needs to access the full curriculum, for instance by providing documents in alternative formats, and by considering classroom seating and accommodation arrangements.

BMBC SEN assessment visits the school to provide advice and assistance in cases where sensory support is needed.

A sensory room is available on a timetabled basis for children requiring sensory support.

12. Parents with Disabilities

The school will meet the needs of parents and carers with disabilities wherever possible.

13. Involvement of people with additional needs in developing the policy

As we look to develop the Disability Equality Policy, we will continue to consult with:

The parents/carers of disabled pupils who would like to come to Churchfield Primary School to identify particular needs and to ensure that, where possible, these are met;

The pupils themselves to ensure that all of their needs are being met;

Barnsley Metropolitan Borough Council in order to ensure that as facilities are developed they meet the requirements of the Disability Discrimination Act;

Barnsley Metropolitan Borough Council Health, Safety and Resilience Unit in order to ensure that any modification of the buildings does not contravene legislation to protect any pupils, staff, or visitors to the school.

14. Recruitment, Development and Retention of Disabled Employees

i. Recruitment of Staff

The school follows Barnsley Metropolitan Borough Council procedures in the recruitment of teaching and support staff to ensure equality of opportunity.

The application form used specifically requests disclosure of disability, information which is then recorded within school on appointment. This is used to inform suitable provision for the successful applicant.

ii. Development of staff

The school will analyse the information in respect of disabled staff:

in teaching, teaching support, administrative support and site support roles;

at all levels of seniority in the school;

as permanent or temporary members of staff, full-time or part-time or casual staff;

in training and professional development opportunities

in disciplinary and capability procedures;

in harassment and bullying procedures;

as contract staff for example: contract cleaners and agency supply teachers;

among those who take sick leave

among those leaving the profession early

The development needs of disabled staff will be discussed with the member of staff on a request; often these discussions occur on an informal basis, but these can be formalised on request or undertaken as part of the appraisal programme.

Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff. Other appropriate adjustments may be made as agreed between the member of staff, their Line Manager and the Leadership Team.

The school values the wellbeing of all members of staff. The school actively supports and contributes to any Access to Work resources that are recommended as a result of a referral to Occupational Health.

15. Discrimination in Admissions

The Governing Body ensures that disabled pupils are not discriminated against:

through the criteria determined for admission to the school, or
by refusing an application from a disabled person for admission to the school, based on their disability

16. Off-site Activities

Churchfield Primary School will ensure as far as reasonably practicable that pupils, young people and staff with disabilities are given access to off-site activities organised by the school. This responsibility lies with the officer responsible for Educational Visits.

17. Eliminating Harassment and Bullying

Churchfield Primary School strives to achieve a positive, encouraging atmosphere conducive to nurturing positive attitudes towards all people with disability of any sort. Should incidents of bullying/harassment occur they will be dealt with in line with the sanctions set out in the Anti-Bullying Policy.

Bullying incidents are recorded and categorised as being racist, sexist, homophobic or based on a student's additional needs.

The Governing Body will take positive action against any employees, pupils or other person (visitors / volunteers) who are involved in the harassment of another employee, student or other person. All members of the school community i.e. employees, pupils or others have a duty not to harass others on the ground of their disability (or any other grounds recognised by the law), and to report instances of harassment to the Principal (or in the case of harassment by the Principal, to the Chair of the Governing Body).

18. Membership of the Governing Body

All nominations received to become a member of the Governing Body of Churchfield Primary School are treated equally. Disabled representatives are welcome and proceedings are made accessible.

19. Liaison with Parents

The governors will make available to parents/carers information relating to:

the Accessibility Plan;
how the school helps pupils with disability gain access to the curriculum; what the school does to ensure fair treatment for disabled pupils.

Churchfield Primary School will continue to ensure close liaison with families of all pupils with disability through the provision of designated staff (e.g. SENCO, appropriate Learning Support Assistants, Health and Wellbeing Manager, Inclusion Development Leader). Wherever possible, information for home will be provided in different formats if requested.

20. Training

Appropriate training for staff, pupils and young people to further understanding and implementation of the DDA and SENDA will be provided. The SENCO is responsible for organising whole school training on DDA and SENDA issues.

Staff working with pupils with individual needs will have access to suitable and relevant training as necessary.

Staff will be given, as relevant, advice from external agencies regarding the learning needs of individual pupils (E.G. BMBC Sensory Support Service).

21. Responsibilities

i. Governing Body Responsibilities

The Governing Body ensuring that disabled people are not treated less favourably in the following aspects as relevant:

- accessibility to the premises and facilities;
- accessibility to the curriculum;
- accessibility of associated educational services;
- training of staff and the education of pupils

The Governing Body will:

- oversee the implementation of all the school's policies and practices including the area of Disability, Equality and Inclusion;
- review what reasonable adjustments are being made and could be made;
- consider the school's Accessibility Plan; and
- review the Plan annually.

The Governing Body is also responsible for the appointment of a SEN link governor. The link governor covers SEN provision, and has additional responsibilities in overseeing the implementation, review & monitoring and future development of this policy and Accessibility Plan.

ii. Headteacher Responsibilities

The Headteacher will:

- along with the Governing Body ensure the implementation of the Scheme
- report progress as required to the Governing Body
- ensure that the Accessibility Plan has been reviewed periodically and updated annually, or as necessary, and report progress to the governing body;
- ensure that regular liaison with parents/carers of pupils with additional needs takes place.

iii. SLT Responsibilities comprise:

The positive promotion and implementation of the policy

iv. SENCO Responsibilities:

To provide access to regular relevant training opportunities & updates

To include DDA issues in the induction programme

Undertake SEN annual reviews and reporting, in addition to on-going and regular monitoring

v. Staff with responsibilities (e.g. Health and Wellbeing Manager, Inclusion Leader)

Implementation of the policy / scheme and reporting, recording as appropriate.

Staff development within their area

vi. Teaching and Support Staff Responsibilities

Familiarity with the policy / scheme and assist in its implementation

Undertake training as relevant

vii. Expectations of Pupils

To treat disabled people as favourably as others, and to and apply the school code of conduct at all times.

22. Accessibility Plan

Our Accessibility Plan follows the local authority's guidelines and aims to:

increase the extent to which disabled pupils and young people can participate in the school curriculum;

improve the physical environment of the school in order to enable disabled pupils and young people to take advantage of education and associated services;

enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties;

ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account.

23. Responsible Persons

Headteacher: Mrs LY Gray

SENCo: Mrs E Nelson

Inclusion Development Leader: Mrs L Dixon

Agreed Sept 20

Next review Sept 21

CHURCHFIELD PRIMARY
SCHOOL - ACCESSIBILITY
PLAN 2019/20
Objectives

	Strategy	Impact	Timescale	Outcome
Improve range of skills and experience available within school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.	Audit staff's current skills, training and experience – decide on whether to augment these through training, or employment of a specialist with these skills and experience.	Staff who are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with LN&D & SEN to access more of the curriculum.	Ongoing subject to funding.	Pupils are more able to access the curriculum regardless of their Learning Difficulties & Disabilities.
Ensure all fire escape routes are suitable for all.	All areas of the school have wheelchair access and are free of any obstructions.	Daily checks are made to escape routes to ensure they are safe and accessible.	Ongoing	Staff and children have safe and independent access to the fire escape routes.
Ensure all school trips and visits are accessible for pupils with learning or physical disabilities.	Staff involved to undertake thorough planning and an advance visit. Evolve form and risk assessment to be completed.	Staff have a thorough knowledge of the trip/visit and are secure in knowing it is suitable for all pupils.	Ongoing	School trips and visits are accessible for all pupils.
Increase awareness of staff of the importance of good communication systems.	Advice and training as required.	Better awareness of employees and adults at school.	Ongoing	Increased effectiveness in meeting pupils' needs.