

Stanford Junior and Infant School



ACCESSIBILITY POLICY

***“Living Together,
Learning Together”***

Adopted by Governors – June 2016
Review due – September 2018

School Ethos, Vision & Values

Stanford Junior and Infants ensure democracy; responsibility and respect are key sections of our broad and balanced curriculum.

What do we understand by "disability"?

Under the [Equality Act 2010](#), you are regarded as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis. For a mental impairment the need for it to be clinically well recognized has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The definition extends to those who have had a disability. (DDA 1995 Part 1 para 2. - (1)
The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.)

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognizes that social, educational and behavioural difficulties are part of this definition.

Schools Strategic Priorities

Stanford Junior and Infant School works with outside agencies to accommodate disabled pupils within our mainstream setting. Pupils are supported by external experts when necessary, and staff are trained appropriately.

We aim to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability, as follows:

Learning : All pupils are taught according to need. Lessons are differentiated, using the assessment processes we have in place to ensure that all pupils are able to make progress.

Environment: The school building is all on one level. External ramps are in place to the main entrance, the staff entrance and to the playgrounds. The DDA and Accessibility Plan are considered when refurbishment is undertaken.

The obligations under the DDA are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the DDA Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way; it also means not pretending they do not exist and not representing them anywhere

at all

- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

How we will meet the General Duty & Specific Duty

The production of this policy provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet our specific duties.

Involvement of Disabled People in Developing the Policy

Responsibility for developing this scheme lies with the Headteacher/ SENCO, and Link Governor for SEN

Developing a voice for disabled pupils, staff and parents/carers

Disabled pupils and their parents and other disabled members of the school community will be involved in monitoring and evaluating this policy.

Pupils and their parents will have a direct voice into this scheme through review with the head teacher or SENCO

The Governing Body

Membership of the Governing Body is open to all eligible persons irrespective of disability. Members of the Governing Body are encouraged to visit school to aid monitoring of measures taken to ensure that Every Child Matters.

Removing physical barriers:

Our school is accessible, but we continually re assess this and would undertake a full audit if we were to admit a disabled child or employ a disabled member of staff.

Disability in the Curriculum, including teaching and learning:

See the School's Inclusion Policy.

Eliminating harassment and bullying: See Anti Bullying Policy

Reasonable Adjustments:

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non - disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however, reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully in the classroom, in the school curriculum, at all times and in all parts of the building. When disabled persons feel part of the life of the school, they are included by their peers in all parts of school life, parents and carers of disabled pupils feel their child is part of the life of the school, staff feel confident in working with disabled pupils.

School Facility Lettings Use by the community

It is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises.

Link with the Primary Care Trust

The school has a nurse who is available throughout the term on request. Notification of visits is available via the SENCo or Learning Mentor. Both provide a direct link between school and health care professionals dealing with our pupils and their parents. The nurse plays a leading role in helping the school anticipate and plan for the needs of current and future disabled users of the school.

Information, Performance and Evidence

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on

- a. Pupil Achievement
- b. Learning Opportunities - i.e. take up of courses/external visits
- c. Exclusions
- d. Social Relationships
- e. Employing, promoting and training disabled staff

Reviewing/Monitoring

The Policy will be monitored during the year by staff and Governors. The views of those pupils (and their parents and carers) affected by the policy will be sought during SEN reviews and via other means if the pupil does not have a EHCP/Statement. The school will use the information gathered to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area, as necessary.

Policy Written: June 2016

Agreed by Governors: June 2016

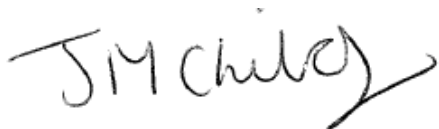
Review due: September 2018

Signed by:



Headteacher

Date: 30/06/16



Chair of governors

Date: 30/06/16