

# **HOLDEN LANE PRIMARY SCHOOL**



## **ACCESS AND DISABILITY POLICY**

**Date: February 2023**

## **Access and Disability Policy**

### **Document purpose**

This policy reflects the aims, values and ethos of Holden Lane Primary School in providing access to all who attend the school and the wider school community. It gives a framework to which all staff, teaching and non-teaching staff work.

### **Aims**

At Holden Lane Primary School we will make the necessary provision for any pupil, parent, carer and members of staff to take part in all aspects of school life.

### **The Equality Act implication for schools**

As a school we recognise our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001). 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. The Equality Act 2010 prevents schools from discriminating against children with disabilities in their admission arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.

The act states that schools are required not to treat disabled pupils less favourably for a reason relating to their disability and to take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled. Schools are also required to plan strategically and make progress in improving accessibility for disabled pupils to the school's premises and to the curriculum. Further information and guidance can be obtained from SEN Code of Practice 2014.

### **Scope of the Plan**

This plan covers all three main strands of the planning duty:

- Improving the physical environment of school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.
- Increase the extent to which pupils with disabilities can access and participate in the school's curriculum.
- Improving the delivery of information to pupils with disabilities.

### **How the policy was developed**

The policy was developed in accordance with The Equality Act 2010 which introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The

duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

- **NB:** A person is defined as having a disability if they have a physical or mental impairment, which has a “substantial and long-term adverse effect” on their ability to carry out normal day-to-day activity (Equality Act 2010).

**The Access and Disability Plan was developed with the views of pupils, parents, staff and governors of the school.**

### **Audience**

This policy, having been presented to and agreed upon by the whole staff and governing body, is distributed to all members of teaching staff and Governing Body via the Staff Policy File. It is made available to visiting teachers, students, supply teachers and the school community on request.

### **Introduction**

At Holden lane we strive to provide an inclusive school and curriculum. We use our best endeavours and reasonable adjustments to make this possible. We aim to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include having high expectations of pupils, finding ways in which all pupils can take part in the full curriculum including sport, music and drama, setting an admissions policy which does not discriminate against pupils with a disability, planning out of school activities to include all pupils, ensuring that literature promotes the image of people with disabilities and planning the physical environment of the school to cater for the needs of pupils with disabilities.

Actions to ensure equality for pupils with disabilities:

- We shall undertake a disability audit using a questionnaire.
- As a result of the audit we shall write an action plan which includes short, medium and long term targets.
- Make the targets and policy known to all teaching, support and ancillary staff, pupils and parents.
- Monitor the success of the plan.

The plan will be reviewed annually by the Senior Leadership Team.

The governors will report on how the targets have been met in their annual report to parents.

The school will set up a working party to monitor and further develop good practice.

### **Monitoring**

The school recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning.

We will monitor:

Admissions

Attainment

Attendance

Punctuality

Exclusions

Selecting and recruitment of staff

Governing body representation

## **GUIDELINES**

### **How the curriculum is differentiated**

At Holden lane the curriculum is differentiated through matching the learning to the child's needs. The learning can be differentiated through the outcome of the lesson, success criteria or through how the child communicates their learning.

### **Learning Difficulties**

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a 'special educational need'. This may include the use of a multi-sensory teaching programme to support Literacy. The school staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents/guardians will be notified if a screening test indicates that a pupil may have a learning difficulty.

### **Communication**

We communicate with parents through letters, newsletters, texts and phone calls. Translators are also used when necessary. We use communication that is person centred and relevant to individual needs.

As a school that has achieved Dyslexia Friendly Status Level 1, we have classroom signs that are in a picture format to alleviate the need for reading.

For further information on Dyslexia contact:

- British Dyslexia Association - <http://www.bdadyslexia.org.uk/>

### **Buildings and Grounds**

The school has disabled access e.g. two disabled toilets and wheelchair access from the front of the school. The car park leads into the school through a ramped entrance as an alternative to steps. The school ensures, where possible, to make it accessible to disabled pupils.

### **Parents' Access**

Where parents require support with attending events in the school, we will use our best endeavours to meet their needs.

### **Reasonable Adjustments**

The pupils access their learning through reasonable adjustments that are made in the classroom. This can take the form of writing aids, coloured paper to support reading or an adult to repeat and ensure that instructions are understood. Where staff have disability needs, reasonable adjustments are made where required.

In defining what is reasonable, the school shall take into account:

- The cost and feasibility of making specific alterations to the school premises;
- Implications on financial resources and the likelihood of any external funding being available to offset this;
- Staffing requirements;
- Health and safety considerations;

- The interests of pupils, staff and visitors.

## **Admissions**

### **Prospective pupils**

At Holden Lane Primary School the admission policy does not discriminate against any child with a disability or special educational need. (See School/LA admissions policy). Parents/guardians of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school also expects all of its pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

### **Existing Pupils**

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Head Teacher or a delegated member of staff shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

### **Prospective Staff Members**

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

### **Existing Staff Members**

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will,

to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

### **Educational Trips**

We encourage all classes to participate in educational trips for example visits within the local area, bus trips to museums etc. and trips which involve further travel. All children are encouraged to take part in trips and if necessary extra staff or parents are taken on trips to meet the needs of children with Special Educational Needs and Disabilities (SEND). The school will make reasonable adjustments to ensure all children take part in educational trips. The school also consults with parents to ensure all needs are met.

### **Medical Needs**

If a child has to take medicine and is well enough to be in school, but requires medication to be given, parents may contact Mrs Parkinson or the Class Teacher to make arrangements. As parents are responsible for the administration of medicines to their children, they should come into school to give the dose as necessary, preferably at lunch-time. Children must not bring medicines to school to administer themselves. Children who arrive in school with medicine should be sent to the Head Teacher or School Business Manager who will contact their parents to make alternative arrangements.

Children who have asthma and bring an inhaler to school should take it with them to PE, swimming and on educational visits. Inhalers must be named. A record of use of the child's inhaler must be kept on the log sheet provided. Parents must be informed by letter if their child has needed to use their inhaler and a copy of the notification letter should be kept on the child's record. If the same child has to use the inhaler more than once a term, they should be brought to the attention of the school nurse. This may indicate a child is being inadequately treated and therefore at risk.

A confidential list is kept in every class detailing all pupils with medical conditions. Ongoing medical conditions require a Care Plan to be formulated.

If a child requires personal hygiene care, this will be managed through an Individual Care Plan.

Some children with medical needs may have a Statement or Education, Health and Care Plan which brings together health and social care needs.

### **Personal Information**

*All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (1998).*

The school has a three year Access and Disability Plan.

**Reviewed:** February 2023

**To be Reviewed:** February 2026