



Other Policy

Category

Pupil well-being and safeguarding

Disability Equality and Accessibility Policy

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| Chair signed: Mr L Bennett | Staff consulted | N/A |
| | Ratified by Governing Body | 22.03.2021 |
| Headteacher signed: Dr L Lawson | Review frequency | Every 3 years |
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Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

Dr Walker's Church of England Primary School is a school where every child is loved, developed, and educated into becoming a successful British Citizen, through promoting the fundamental British values of:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

We aspire that all pupils succeed in reaching their God given potential at Dr Walker's - An Exceptional Place to Flourish, by:

- **Believing** in God, self and others by developing confidence, respect and trust;
- **Engaging** in a love for learning by nurturing curiosity and independence; and
- **Excelling** in reaching personal potential by being resilient and showing positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- *Standing with **COURAGE** for what is right.*
- *Using **CREATIVITY** in problem solving and making life beautiful.*
- *Treating every person and everything with **RESPECT**.*
- *Having **COMPASSION** for others.*
- *Completing every task with **PERSEVERANCE**.*
- *Taking **RESPONSIBILITY** for ourselves.*
- *Living with **HOPE** for a better future.*

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the *Disability Discrimination Act (DDA)*. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

This policy is written to comply with the 2014 Children and Families Act; Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (2014) together with the Equality Act 2010 which give practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEND.

At Dr Walker's Church of England Primary School, it is our intention to:

- be sensitive to the needs of every child
- reduce barriers to learning in every area of school life
- ensure the curriculum is accessible to every student
- keep equality of opportunity at the core of our practice
- have regard to any guidance from the Department for Education as may be in force and amended from time to time

Dr Walker's Church of England Primary School is committed to resourcing, implementing, reviewing and revising the *Disability Equality Policy* every **three years**. Regular disability access audits (Addendum A or B) are to be undertaken as part of this process in order to evaluate:

- The effectiveness of actions taken.
- Relevant targets to be considered.
- Responses to any legislative changes.
- Changes or expected change to relevant identified pupils' needs.

Under the Equality Act 2010 schools should also have an **Accessibility Plan**.

Aims

- To work with parents to ensure the full needs of each individual pupil is met as we value parents' knowledge of their child's disability and its effects on their ability to carry out normal activities.
- To provide an education that provides children with opportunities to explore and develop.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for all pupils and adults with a disability.
- To respect the child's and parents' right to confidentiality.
- To apply reasonable adjustment where appropriate and/or available.

Disability defined

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and*
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

The 2014 SEND Code of Practice: 0 to 25 Years defines special educational need and disability as follows:

"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools". (SEN Code of Practice: 0 to 25 Years (2014) – introduction xiii and xiv

'Reasonable adjustments' defined

In determining what is reasonable, the school will have regard to:

- The financial resources available to the school.
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required.
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a EHCP, or by provision paid for outside the school's resources.
- Health and Safety requirements.
- The interests of other pupils.

Role of the Governing Body

The Governing Body has the following duties towards disabled pupils in relation to the DDA:

- Not to discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make **reasonable adjustments** for disabled pupils where appropriate and available, so that they are not at a substantial disadvantage.
- To plan to **increase access** to which disabled pupils can participate in the school curriculum education for disabled pupils.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

School Accessibility Action Plan

The Plan will be monitored through the Governing Body. The plan is of necessity organic and will need adaptation and additions on a regular basis.

With consideration to budget restriction and reasonable adjustments, the school will maintain and encourage the following:

- Full disclosure of relevant information at transfer
- Regular meetings to share best practice
- A commitment to INSET to support pupils fir disabilities
- Access will be provided for specialist help to occur which is reasonable and practicable.

The following points of actions are identified as the main focus of the School Accessibility Plan:

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| <p>Curriculum access</p> | <ul style="list-style-type: none">• We will increase access to a broad and balanced curriculum to all pupils, which is differentiated and reasonably adjusted to meet the needs of individual pupils and their preferred learning styles.• This may include expanding the curriculum as in areas such as participation in after-school clubs, leisure and cultural activities or schools visits.• To provide provision of specialist or auxiliary aids and equipment, (where appropriate), which may assist these pupils in accessing the curriculum within reasonable adjustments and timeframe.• To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech and writing.• To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream school.• To ensure that the needs of all disabled students and staff are represented within the school.• To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.• The school will continue to seek and follow the advice of LA services, and/or appropriate health professionals. |
|---------------------------------|---|

| | |
|--|--|
| <p>Physical environment and access <i>(inclusive of the playground)</i></p> | <ul style="list-style-type: none"> • We recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our pupils and staff, now and in the future. There is an ongoing commitment to upgrade facilities to enable all pupils to work in a good, comfortable and safe environment given the budget available. • Classroom provision has been made to increase disabled access. • The school will take account of the needs of pupils and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises. Further improvements will be governed by the long-term budget put aside for maintenance and improvement. • To implement improvement and maintained access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe and within reasonable adjustment. • Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. The school will therefore arrange through the Outreach Services, where appropriate and available, for assessment to be carried out. |
| <p>Provision of information in other formats</p> | <ul style="list-style-type: none"> • The school will make itself aware of local services (Waltham Forest’s Local Offer), including those provided through the LA, for providing information in alternative formats when required or requested etc. (e.g. newsletters and sending group text messages) • The school will improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. • The school will continue to provide INSET training for staff in order to support them in better communication with pupils with SEN and/or disabilities. • The school will plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities. Specific attention will be given to: <ul style="list-style-type: none"> - Clear provision of images and text in a large print format - The use of high quality audio/visual material - The easy dissemination of printed handouts of appropriate clarity • The school will work in partnership with the Local Authority in developing and implementing this Plan. |

Linked Policies

This School Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policies
- Safeguarding Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Spiritual, Moral, Social and Cultural Statement
- School Development Plan
- School Prospectus and Mission Statement

Appendix: Accessibility Plan

- Dr Walker’s Church of England Primary School’s Accessibility Plan relates to the key aspects of:
 - a) Curriculum access
 - b) Physical environment and access *(inclusive of the playground)*
 - c) Provision of information in other formats
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body.
- The Governing Body needs to determine the extent of **reasonable adjustment**.
- It may not be feasible to undertake all of the work during the life of this School Accessibility Plan and therefore some items will roll forward into subsequent plans.

EXAMPLE:

| | Issue | Response | Timescale | Cost |
|---|---|---|-----------|------|
| a) Curriculum access | During learning walks, SLT / staff to ensure that all areas are safe and all of the school community have equal access to all provisions. | Daily / weekly/ monthly learning walks. All have equal access. The school is safe for everybody to use and learn in. | Ongoing | |
| b) Physical environment and access <i>(inclusive of the playground)</i> | Premises committee to continue to check the access arrangements termly during their committee meeting / walk around the school. | Premises committee meets termly. The whole school community has access to the same provision. | Ongoing | |
| c) Provision of information in other formats | Electronic Newsletter to be adjustable to font size. | The whole school community has access to the Newsletter. | Ongoing | |

Appendix: Accessibility Audit Checklist

Consider each question from the perspective of different types of disability, e.g.:

- Ambulant
- Auditory
- Comprehension
- Dexterity
- Visual
- Wheelchair

Please answer all the questions in this audit.

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|---|---|
| 1 | <i>YES - Completed</i> |
| 2 | <i>ALMOST - Working towards meeting the guidance</i> |
| 3 | <i>PARTIALLY</i> |
| 4 | <i>NOT YET CONSIDERED</i> |

| A | DISABILITY AWARENESS / TRAINING | 1 | 2 | 3 | 4 | COMMENTS |
|---|---|---|---|---|---|----------|
| 1 | Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | | | | | |
| 2 | Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required? | | | | | |
| B | HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? | 1 | 2 | 3 | 4 | COMMENTS |
| 1 | Do all staff seek to remove all barriers to learning and participation? | | | | | |
| 2 | Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? | | | | | |
| 3 | Are all children and young people encouraged to take part in music, drama and physical activities? | | | | | |
| 4 | Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education? | | | | | |
| 5 | Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? | | | | | |
| 6 | Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? | | | | | |
| 7 | Do you provide access to appropriate technology for those with disabilities? | | | | | |
| 8 | Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability? | | | | | |

| C | HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT? | 1 | 2 | 3 | 4 | COMMENTS |
|-----------|--|------------|-----------|------------|----------|-----------------|
| 1 | Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | | | | | |
| 2 | Do you have the facilities such as ICT to produce written information in different formats? | | | | | |
| 3 | Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities? | | | | | |
| 4 | Is furniture and equipment selected, adjusted and located appropriately? | | | | | |
| 5 | Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities? | | | | | |
| D | IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? | | | | | |
| | <i>Please complete a copy of Section D for the main school and each detached block - including each temporary building, playing field and hard surfaced area)</i> | | | | | |
| 1a | Number of teaching spaces in block | | | | | |
| 1b | Number of those teaching spaces which are accessible | | | | | |
| 2a | Number of social spaces in block | | | | | |
| 2b | Number of those social spaces which are accessible | | | | | |
| E | GENERAL | 1 | 2 | 3 | 4 | COMMENTS |
| 1 | Are pathways and routes logical and well signed? (<i>both internal & external</i>) | | | | | |
| 2 | Do you have emergency and evacuation procedures to alert ALL pupils? | | | | | |
| 3 | Is appropriate furniture & equipment provided to meet the needs of individual pupils? | | | | | |
| 4 | Do furniture layouts allow easy movement for pupils with disabilities? | | | | | |
| 5 | Are quiet rooms/calming rooms available to children who need this facility? | | | | | |
| F | GETTING TO THE BUILDING | Yes | No | N/A | | COMMENTS |
| 1 | Are car park spaces reserved for disabled people near the main entrance? | | | | | |
| 2 | Are there any barriers to easy movement around the site and to the main entrance? | | | | | |
| 3 | Are steps needed for access to the main entrance? | | | | | |
| 4 | Do all those steps have a contrasting colour edging? | | | | | |
| 5 | If there are steps, is a ramp provided to access the main entrance? | | | | | |
| 6 | Is there a continuous handrail on each ramp and stair flight and landing to the main entrance? | | | | | |
| 7 | Is it possible for a wheelchair user to get through the principal door unaided? | | | | | |
| 8 | If no, is an alternative wheelchair | | | | | |

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| | accessible entrance provided? | | | | | |
| G | INTERNAL FACILITIES | Yes | No | N/A | | |
| 1 | Is there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? | | | | | |
| 2 | Do all internal doors allow a wheelchair user to get through unaided? | | | | | |
| 3 | Do all the corridors have a clear unobstructed width of 1.2m? | | | | | |
| 4 | Does the block have a wheelchair accessible toilet? | | | | | |
| 5 | Does the block have accessible changing rooms/shower facilities? | | | | | |
| H | VERTICAL MOVEMENT | Yes | No | N/A | | COMMENTS |
| | <p>How many storeys in the block?</p> <p><i>Tick appropriate box:</i> <i>a = single storey throughout</i> <i>b = singl storey with some split level parts</i> <i>c = single storey with some 2/3 storey parts</i> <i>d = mainly 2 or 3 storey</i></p> | | | | | |
| 1 | If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? | | | | | |
| 2 | Is there a continuous handrail on each internal stair flight and landing? | | | | | |
| 3 | Does the block have a lift that can be used by wheelchair users? | | | | | |
| 4 | Do you have any other sort of mechanical means provided to move between floors? If yes, please State. | | | | | |
| 5 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | | | | | |
| I | SENSORY IMPAIRMENT | 1 | 2 | 3 | 4 | COMMENTS |
| 1 | Are non-visual guides used to assist people to use the buildings? | | | | | |
| 2 | Could any of the décor be confusing or disorientating for pupils with disabilities? | | | | | |
| J | SENSORY IMPAIRMENT | Yes | No | N/A | | COMMENTS |
| 1 | Is a hearing induction loop available (either fixed or portable) in the school? | | | | | |
| 2 | Does the block have a "Soundfield" sound reinforcement system? | | | | | |
| 3 | If there is a "Soundfield" system, in what area? | | | | | |
| 4 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | | | | | |

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|---------------|--|-------------|--|
| SIGNED | | DATE | |
| SIGNED | | DATE | |