

Norton Canes High School Disability Policy and Accessibility Plan

Introduction

The purpose of this policy is to ensure that disadvantage and discrimination is tackled at Norton Canes High School and that we continue to meet the Equality Act 2010 to promote disability equality for disabled pupils, staff, parents and visitors and to advance equality of opportunity and foster good relations with staff and others using school facilities.

Our Vision Statement expands on that vision,

' Our uniquely small school lies at the heart of the community and enables all pupils to be valued as individuals and fulfil their highest personal aspirations.

We will provide a happy, safe and creative learning environment that challenges and supports pupils through high quality teaching, collaboration and enrichment.

The Equality Act 2010

The act requires schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful and to advance equality of opportunity;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Equality Act applies to all school users whether pupils, staff, parents or visitors. The Equality Act came into force from October 2010.

Involvement of disabled pupils, staff, parents and visitors.

In the development of Accessibility Plans and in any future modifications, we will seek to gain the views of disabled pupils, members of staff and disabled users of the school in relation to barriers faced and methods of overcoming those barriers.

Disabilities

The Disability Discrimination Act (DDA) defines a disabled person as a person with 'a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities'.

These include:

- physical or mobility impairments
- visual impairments
- hearing impairments
- developmental difficulties such as dyslexia, dyspraxia and autism
- medical conditions
- mental health disorders

This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial;
- the substantial adverse effects must be long-term; and
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

Definition of the terms:

- physical impairment includes sensory impairments;
- mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- substantial means more than minor or trivial'; and
- long-term is defined as 12 months or more.

Mental and physical impairments:

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

It is unlawful for the responsible body (the Governing body) to discriminate against a person with a disability. This can be either by treating the person less favourably or failing to make reasonable adjustments. This applies to:

- Entry to the school
- Curriculum teaching and learning
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework and access to school facilities
- Clubs, visits and sports
- Interaction with peers during breaks
- Assessments
- School discipline, sanctions and exclusions
- Fire evacuation procedures

The Governing Body has three key duties towards disabled pupils under Part 4 of the DDA.

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils where such improvement to access has been identified.

Should a need to increase access be identified then the school will produce an Accessibility Policy that identifies the action the school intends to take over a three year period in increase access for those with a disability. This will be published and evaluated annually.

Information gathering

Information on disabled people will be gathered through the following means:

- pupil admission information;
- parental questionnaire;
- SIMs data sets;
- SEN reviews / records;
- recruitment process.

Achievements of disabled people will be gathered through:

- data analysis on attainment and progress;
- celebration assemblies/awards for achievement/certificates; displays and records including ICT presentations
- analysis of participation in clubs/teams/productions;
- review of class organisation & adult support arrangements

Information is gathered as part of the whole school self review process and will be used to inform subsequent schemes.

The impact of all school policies and practice on Equality will be assessed at the time of review with the appropriate governing body committee.

Any actions will be incorporated within the school improvement plan and equality objectives will be published,

The school will report on the scheme annually to the Governing Body

Disability Provision audit as of January 2016

- Disabled toilet facilities (unisex) in main building
- Anaphylaxis– staff trained in specific use of EPIPEN. Epipen kit with instructions in office, or child's class. Parents have approved procedures. Pupils carry own epipen kit to lessons off site.
- Visual impairments – some coloured carpet to differentiate room openings; some coloured door handles on main entrance; enlarged documents possible: some tile contrasts in pupil toilets
- Physical impairment – wheelchair accessibility in main building (wide entrance corridor) & ramps with handrails fitted to main entrance & mobile classroom entrances; adjustable height table located in class 1; sloping desk top & foot rest available.
- Autism – links & liaison with Autism Outreach Team
- Dyslexia – SPLD Centre links. Additional resources – books and software.
- Supervision for self administration of medicines (permission from parents required).

- Social skills – Breakfast club nurture group; circle time/ circle of friends; buddy systems embedded; SEAL
- Care plans in place for all specified pupils
- Enhanced sound system located in class 3 and second system in office (both portable).
- All classrooms and some corridors carpeted
- Coloured overlays available for dyslexic children
- Visual timetables can be provided for specified children
- Speech and language therapy programmes for specified pupils
- Touch typing tuition/courses can be facilitated
- Individual Education Plans
- Confidential fortnightly drop in centre - School Nurse
- Access to external support – SENSS; mobility; visual impairment; hearing; talk time; speech therapy; autism outreach; behaviour support; CAMHS; nurses ; OT; physiotherapy
- Internal support from SENCO & trained TA (SEN). Other 'reasonable adjustments' made as needs demand.

Signed on behalf of the Governing Body:

Chair

Date

This policy is available on the school website. It is referred to when students begin the course and again in late spring when we have assemblies to detail the regulations before qualification claim and/or examination.

Appendix

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1) Information Gathering

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision?
- Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?
- Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
- Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?

