



'What we learn with pleasure we never forget'

DISABILITY POLICY

Date Written: October 2017

Date of Review: July 2019

Headteacher.....

Date.....

Chair of Governors.....

Date.....

Disability Policy

Introduction

This document outlines Carlton Colville Primary Schools vision for equality and support for all members of school's community, whether they have a disability or not.

Aims

The disability policy is designed to ensure that:

- Disabled pupils are not treated less favourably for a reason related to their disability
- Reasonable adjustments for disabled pupils can be made, so they are not at a substantial disadvantage
- Planning to increase access to education for disabled pupils takes place
- The school actively promotes equality of opportunity for all members of the school community.

Statement of values

Carlton Colville Primary School is totally committed to promoting equality of opportunity for all members of the school community, be they pupils, parents or carers, staff, governors, volunteers or any other visitor or user of the school site. We will never discriminate against a person or group and will seek to educate and implement this statement of values across the school community.

Legal Framework

- Equality Act 2015
- SEN and Disability Act 2001
- Disability Discrimination Act 1995
- Disability Discrimination Act 2005
- National Curriculum Inclusion Statement

For the purpose of this document, people with disabilities, as defined by the *Disability Discrimination Act 2005* are as follows:

- Learning disabilities,
- Mental health conditions,
- Mobility impairments,
- Blind and partially-sighted people,
- Deaf and hearing-impaired people
- Progressive long-term health conditions.

Equality of Opportunity for all

The School Curriculum

Where possible disabled pupils are fully involved in the normal school curriculum, this includes access to P.E and practical subjects for most disabled pupils. These pupils also have extensive support from support assistants and in some cases external agencies, such as speech and language, visual and hearing impairment services. Participation in SAT's is supported and appropriate arrangements requested in line with guidance to maximise access and achievement.

The School Environment

Carlton Colville Primary School is on two levels and has two lifts, allowing access for all students from various entry points. The school car park has direct access to the main entrance and a ramped access into the main school entrance. There is an accessible indoor toilet with wheelchair access.

Extra-Curricular and Social Activities

All pupils are encouraged to take part in extra-curricular activities and events. Pupils with disabilities take an active role in many of these activities of their choice. Staff organising school visits and trips must give due consideration to the needs of pupils and give all pupils the opportunity to take part, as detailed in the schools Educational Visits policy. Mobility and medical concerns must be considered when any visit or trip is planned and appropriate provision made.

Preventing Discrimination

In accordance with the SEN and Disability Act 2001 and the Disability Discrimination Act 1995, Carlton Colville Primary School makes every effort not to discriminate against any student attending the school. Access for all pupils to the curriculum, social activities and the school environment remove barriers to discrimination for those pupils with disabilities. Even when pupils are unable to access the normal curriculum, or social activities, alternatives will be developed so that these pupils do not feel excluded.

Support is timetabled to meet the needs and disabilities of pupils and a practical approach given to the learning environment accommodating their needs. The school also operates in accordance with the Disability Discrimination Act 1995 and Suffolk County Councils safer recruitment training when recruiting staff, so as not to discriminate against the employment of adults with disabilities.

Preventing Harassment

Carlton Colville Primary School makes every effort to eliminate harassment of any member of the school community. The school recognises that pupils with disabilities are particularly vulnerable to harassment and bullying from their peers. Pastoral support in the school is provided to all children by all staff, with particular focus from the Pastoral Leader, Pastoral Thrive Assistant and Learning Support Assistants.

The pastoral systems within the school operate procedures to deal with incidents of harassment and bullying, in accordance with the school's positive behaviour policy and safeguarding and child protection policy.

All incidents of harassment and bullying are treated seriously and the recipient is supported fully. Measures are instigated to prevent further occurrences of this kind of behaviour. Support is also offered to the student(s) instigating harassment and bullying.

Harassment by staff, directed towards pupils or other members of staff, is treated very seriously and will be investigated in accordance with the school disciplinary procedures and Staff Code of Conduct.

Promoting Positive Attitudes towards Equality

The promotion of a positive attitude towards all people is central to the school's inclusive ethos. Wherever possible the school promotes this attitude to all its stakeholders.

All pupils (with disabilities or not) are members of a class and share lessons with non-disabled pupils. This inclusive ethos not only enhances the school experience for the disabled student, but also helps challenge discrimination and prejudice towards those pupils from their peers, creating a community that is caring and respectful towards all its members.

The PSHE and Citizenship curriculum and the national SEAL initiative are used to promote the understanding of disabilities in the school. Staff working directly with pupils with disabilities, are given information and training on how best to support those pupils. For the more unusual or profound disabilities external specialists maybe be asked to advise and guide staff.

Appendix 1- Accessibility Plan



CARLTON COLVILLE PRIMARY SCHOOL ACCESSIBILITY PLAN

Appendix 1

REVIEW DATE: OCT 2017

NEXT REVIEW DATE: OCT 2019

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/ Physical Environment					
To provide a safe/accessible school environment for all stakeholders	Health & Safety Audit of Premises e.g. accessible facilities	25 th November 2017	Ramp access into the front school office. 1 set of automatic double school front doors 2 x lifts to first floor 1 x wheelchair lift to dining hall. Wider doorways throughout the school 4 x disabled toilets/ambulant facilities	Site Manager Governors Buildings & Premises Working Party	All accessible facilities are checked and safe to use
Access to Curriculum (Learning and Social)					
To ensure appropriate resources are in place to meet a range of special needs	Resource Audit of SEN to be undertaken	Termly IEP reviews Transition meetings for new pupils (as appropriate)	Range of SEN resources e.g. intervention programmes, EAL, Speech & Language	SENCO Pastoral Leader SEN Governor Headteacher	All SEN provision is accessible for specific pupil needs
Access to Information					
To ensure all school information meets accessibility requirements	Ongoing school information to be reviewed	Ongoing	Impaired sight / hearing / language / signage / equipment / resources as necessary e.g. PECS/Makaton	SENCO SEN Governor Headteacher	Accessible information ensuring equal opportunity for all stakeholders