



Disability and Accessibility

(Statutory Procedures)

1 AIMS:

- 1.1 Our aim at Burghfield St Mary's is to provide children with a solid foundation of knowledge and understanding through a happy, secure and stimulating environment, in which all individuals are valued and encouraged to care for others and strive for excellence in all they do.
- 1.2 We aim to celebrate achievement, encourage kindness, consideration and respect and to foster self--esteem to provide a solid foundation for future life.

2 INCLUSION STATEMENT:

- 2.1 Burghfield St Mary's is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be included as far as reasonably possible in the school community and, as a result, make a successful transition to secondary education and into adulthood.
- 2.2 We believe that all pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community.
- 2.3 We promote the inclusion of *all* children and recognise every child has a particular need. We will endeavour to ensure that the needs of all children are understood and met as far as is possible, following the duty laid out by the Equality Act 2010 to make "reasonable adjustments" to support a range of SEND needs including:
 - specific learning difficulties (e.g. dyslexia)
 - sensory or physical impairments
 - speech and language difficulties
 - social, emotional and mental health concerns
 - behavioural and emotional difficulties
 - autism
 - looked After children
 - children for whom English is not their first language.



2.4 The specific needs of those children with medical difficulties will also be met as far as reasonably possible in the school community, taking account of the other children's needs within the school.

3 DEFINITION OF DISABILITY:

3.1 A person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

3.2 Disability includes those with long-term medical conditions or progressive conditions, those with a mental health condition, learning difficulty and/or disability.

3.3 The term 'long-term' refers to a disability which lasts longer than 12 months. Under the Equality Act 2010, an individual with a disability does not have to demonstrate that their impairment affects a particular capacity to carry out certain tasks.

4 RATIONALE:

4.1 The School has specific duties in relation to dealing with disability discrimination and promoting equality of opportunity for disabled pupils. These duties are outlined in the Equality Act 2010. These duties extend to all 'Protected Characteristics' i.e. sex, race, disability, religion or belief and sexual orientation.

4.2 The three main elements of the Public Sector Equality Duty in the above act are:

1. Elimination of discrimination
2. Advancement of equality of opportunity between those who share a protected characteristic and those who do not
3. The fostering of good relations across all characteristics

4.3 Accessibility Planning will consider as far as reasonably practical and viable:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school ensuring any disabled parking provided is available at all times when the school is open
- Improving the availability of accessible information to disabled pupils.



5 STAFF AND GOVERNORS RESPONSIBILITIES:

- 5.1** The School produces an Accessibility Audit triennially, which is reviewed on an annual basis. These documents will be available to parents.
- 5.2** All disabled pupils are able to participate in the school curriculum, as far as is realistically possible and a risk assessment has been carried out to ensure safety of both the individual and the other participants.
- 5.3** The school environment is such that disabled pupils can take advantage of the education offered and of associated services, as far as is realistically possible.
- 5.4** Information regarding disabilities in relation to both pupils and staff is obtained. Such information obtained will be used to improve the provision of services at Burghfield St Mary's where appropriate.
- 5.5** A differentiated curriculum is offered to enable all pupils to feel secure and make progress.
- 5.6** Teaching Assistants receive necessary training to enable them to effectively support disabled pupils.
- 5.7** Strong links are maintained with relevant support agencies.
- 5.8** When appropriate, pupil achievement is monitored by disability to identify any trends or patterns that may require additional action.
- 5.9** Disabled pupils will be encouraged to participate fully in school life, including representation at school events, assemblies and pupil voice, as far as is realistically possible.
- 5.10** Any bullying or harassment of any pupil, including those pupils listed in 2.3, and/or staff is monitored and necessary steps taken to eradicate such incidents.
- 5.11** Steps are taken to ensure that disability is portrayed positively in school.

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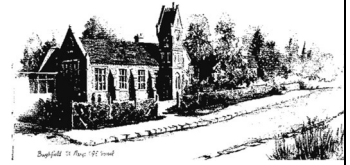


- 5.12** When opportunities arise, the school partakes in events to raise awareness of disability.
- 5.13** If information is required by parents, visitors, pupils and staff in formats which are more accessible to them, this will be made available upon request.
- 5.14** Regular home-school liaison takes place with parents of disabled pupils. Parents of children with disabilities will be provided with such information or resources as required to assist them in helping their child with their learning at home.
- 5.15** Procedures for the election of Parent and Staff Governors are open to candidates and voters who are disabled.
- 5.16** In particular, Staff and Governors will:
- Eliminate unlawful discrimination
 - Eliminate harassment of disabled people that is related to their disability
 - Promote equality of opportunity between disabled people who share protected characteristics, and also those who do not
 - Promote positive attitudes and relationships across all characteristics, between those who share a protected characteristic and those who do not
 - Encourage participation in public life by disabled people
 - Make “reasonable adjustments” (as outlined in the Equality Act 2010) to take steps to support the needs of disabled pupils/staff as far as is reasonably practical.

6 MONITORING:

- 6.1** To meet the Equality Act 2010, it is essential that all aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities in relation to the Public Sector Equality Duty.
- 6.2** The following will be monitored:
- Achievement of pupils by disability.
 - Where applicable, disabled staff will be consulted to include numbers, type of disability and satisfaction rates in staff surveys etc.
 - Any reports of discrimination will be thoroughly investigated and appropriate action taken to eliminate future issues.
 - Opportunities for pupils with a disability to access all areas of the curriculum including extra-curricular activities.
 - Activities undertaken that promote good relationships between those who are disabled and those who are not.

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7 CONSULTATION:

7.1 Although it is not a requirement, the School proposes to continue to consult with disabled pupils, staff and those using the school environment, to ensure that the needs of such people are considered and taken into account.

7.2 Consultation may take the form of:

- Survey/Questionnaires.
- Focus group.
- Drop in sessions.
- Networking.

8 IMPLEMENTATION AND REVIEW:

8.1 The Sites and Buildings Sub-Committee will be responsible for the review and implementation of the Policy and will devise annual Action Plans as necessary which can be obtained upon request.