



ST NICHOLAS SCHOOL

DISABILITY DISCRIMINATION POLICY AND ACCESSIBILITY PLAN

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Section 10 of the Equality Act:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

For the purpose of this policy, the term ‘disability’ has the same meaning as that given in the Equality Act and SENDA: ‘A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal daily activities.’

This plan sets out the proposals of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1) Starting Points

a) The purpose and direction of the school’s plan: vision and values

At St. Nicholas School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve their potential in every aspect of school life.

St. Nicholas is an inclusive school and we welcome all pupils, visitors and staff irrespective of race, colour, creed or impairment.

At St. Nicholas School will make reasonable adjustments to ensure that pupils, staff and visitors are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum and can impede the delivery of information. We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available.

The school will provide resources, such as toys and books, which contain positive images of people with disabilities.

b) Information from pupil data and school audit

When a child is enrolled with the School, we discuss with the parents the child's needs, medical or otherwise. Parents inform us of any condition, medical or otherwise, which would necessitate for the child to have special provisions made in order to fully participate in all areas of curriculum, academic and physical, and other day to day activities of the school. The school assesses each child according to their needs.

Where possible we would take all the steps necessary in the case of a severely disabled pupil joining the school.

The school regularly reviews the way resources are matched to the needs of all of the children. If necessary, to improve our provision, adjustments would be made, for example, ramps, specialist equipment, desk/chair facilities.

All members of staff share the responsibility to remove barriers to learning for all pupils, including those with a disability.

Currently St Nicholas does not have any children who are considered disabled. School staff have had little or no experience in working with disabled children, although training would be provided should the need arise. We do have several children with severe allergies, who may need to have an EPI-pen administered. All staff members have had training in administering an EPI-pen.

Photographs of children with severe allergies are prominently displayed in the Staff Room/Kitchen. EPI-pens and inhalers are kept in the individual children's classrooms and staff monitor and record that all asthma inhalers and EPI-pens are in date. Parents are informed if the medication is out of date.

c) Views of those consulted during the development of the plan

There have been consultations with colleagues and other primary and nursery settings during the development of this plan.

It is our intention that on a regular basis we will consult with children, parents, colleagues and outside agencies prior to reviewing further development of the plan.

2) The main priorities in the school's plan

a) Increasing the extent to which disabled pupils can participate in the school curriculum

St. Nicholas provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their learning styles. It also endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum. We actively seek to remove barriers to enable all children to access the curriculum.

- Responding to pupils' diverse needs
- Setting suitable learning challenges
- Overcoming potential barriers to learning and assessments

Disabilities can limit the extent to which pupils are able to participate in the curriculum and can impede the delivery of information.

In the case of a child suffering from hearing loss, the teacher would always face the child when addressing the pupil.

Laptops would be provided for children with manual dexterity disabilities. Experienced Teaching Assistants would be employed to support the pupil in all areas of the curriculum.

Support teacher, audio books or books in Braille would be provided for visually impaired pupils.

Specific training would be sought to make all staff aware of the challenges of the disabled pupil. The SENCO would work in collaboration with the class teacher in the day to day planning, evaluation and review of progress. The child's IEP would be evaluated and reviewed regularly.

When organising school trips we would ensure that the venue is able to accommodate our needs and special transport would have to be provided in case of a severe physical disability. We would ensure that the child has a support teacher or a 'buddy' as appropriate.

b) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

In the event that St. Nicholas enrolls a child with a severe physical or mental disability the school would make reasonable adjustments to accommodate the child. However,

to fully implement this, we would need to make major changes to the school building, which is on two floors with physical limitations.

The building that houses St. Nicholas is a small two storey house and the layout is such that, in its present state, wheelchair users would have difficulty in accessing all areas. This would entail extensive reconstruction and refurbishments. The staircase could accommodate a stair lift, however, the doorways to the upstairs classroom and offices would need to be widened. On the ground floor, many internal doors would need to be widened considerably. We do not at present have a toilet for the disabled and the provision of one would incur major redevelopment.

Some measures could be taken if necessary to accommodate access:

Portable ramps would be provided for the necessary access to most classrooms, as well as the garden area.

We would move some lessons to the downstairs classrooms and laptops with one to one tuition would be provided for ICT.

We would seek to provide height adjustable tables and chairs.

We would endeavour to provide visual and large clear signage.

We aim to reposition the front doorbell to enable all children and people in wheelchairs to be able to use it.

c) Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

We would always take into account disabilities of pupils and any form of communication that must be to all pupils.

For the visually impaired, information would be made available in large clear print, Braille, audiotape or through ICT. A learning support teacher would be available to support this process.

For the pupils with hearing loss or impairment, we would arrange the classroom so that the teacher always faces the children when addressing the class. We would seek to appoint a Makaton trained support teacher.

3) Making it happen

a) Management, co-ordination and implementation

When advertising posts, or interviewing applicants, the Head Teacher will follow the necessary procedures, and will not discriminate against people with disabilities.

The Head Teacher implements the school's disability non-discrimination policy on a day to day basis, and ensures that all staff members are aware of details of the policy as it applies to them. The Head Teacher reports to the Proprietors regularly on matters regarding disability discrimination.

Should a member of staff become disabled, the School and Inspired Learning Group would make reasonable adjustment to that person's employment arrangements, or to the premises, in order to enable them to continue in the post.

The school would liaise with specialists to support individual pupils who so require it. Among these specialists might be the following: physiotherapists, educational psychologists, speech therapists, doctor and practice nurse, social workers, and the staff of the voluntary and statutory agencies.

The Management Team will take in to account the details in this plan when developing the Annual Capex Programme, considering the annual budget requirements, reviewing visit reports provided by the Managing Director, Facilities Manager and Fire Officer and where necessary, liaising with Specialist Professional Bodies.

b) The School Plan

This plan will be available, on request, in school and will also be available on the school website.

THE MAIN PRIORITIES IN THE SCHOOL'S PLAN:

In the event that the school enrolls a child with a disability, the school would endeavour to implement sections B, C & D. It should however be noted that the School may not be able to implement changes required to accommodate some pupils due to the structural limitations and age of the School building, potentially affecting accessibility.

A: To improve awareness of possible accessibility issues for children or parents by:				
TITLE OF ACTIVITY	PURPOSE AND BENEFIT	ACTIONS	TIMESCALE	RESPONSIBILITY
Including in starter pack special needs questions	To inform the school of any special need the child may have	To review registration form	Each time starter pack is completed and reviewed.	Head /Secretary
Staff training on use of EPI-pen	To ensure that all new staff members are trained	Book trainer	To be booked annually in Summer Term	Head
Extend our range of books, toys, posters	To show positive images of disabled people	Source material	Each review of resources across EYFS and KS1/2	Head and all staff
B: Increasing the extent to which disabled pupils can participate in the school curriculum:				
TITLE OF	PURPOSE	ACTIONS	TIMESCALE	RESPONSIBILITY

ACTIVITY	AND BENEFIT			
Inclusive curriculum	To ensure equality for all	Review standard school practices	As curriculum developed, with particular scrutiny on registration of child based on set needs	Head /all teachers
ICT	To ensure that pupils can access ICT	Purchase extra equipment	Use if iPads in School help to support. Specific apps purchased based on needs.	Head/SENCO
Learning support	To ensure that the child can access all lessons and receive the appropriate help	Employ learning support assistant	Assessed based on need of child following registration of child. Current timetable reviewed to offer greater support.	Head/SENCO

C: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

TITLE OF ACTIVITY	PURPOSE AND BENEFIT	ACTIONS	TIMESCALE	RESPONSIBILITY
Ramps	To enable accessibility to classrooms and outdoor areas	Research into portable ramps	Work undertaken in consultation with parents of pupil following registration of child.	Head/SENCO
Reposition front door bell	To enable all to reach	Move bell	Work undertaken in consultation with parents of pupil following registration of child.	Head/SENCO

D: Improving the delivery to disabled pupils of information that is provided in writing to pupils who are not disabled:

TITLE OF ACTIVITY	PURPOSE AND BENEFIT	ACTIONS	TIMESCALE	RESPONSIBILITY
Provide audio books and books in Braille and large fonts	To enable pupils with hearing impairment to access all information	Source material needed	Prior to child with need arriving at School.	Headteacher/SENCO
Provide visual alarms	To support people with hearing impairment	Source material needed	Prior to child with need arriving at School.	Headteacher/SENCO
Provide learning support for pupils	To enable learning in class	Learning support teacher employed	Prior to child with need arriving at School.	Headteacher/SENCO

*This policy was reviewed and updated in Autumn 2018.
The next review will take place in Autumn 2019 or in light of relevant regulatory changes.*

Signed: Amit Mehta (Proprietor)