
NELSON MANDELA COMMUNITY PRIMARY SCHOOL

“Putting your child at the heart of learning”

ACCESSIBILITY AND DISABILITY EQUALITY POLICY

Statutory Framework

This plan sets out the proposals of Nelson Mandela Community Primary School to increase the access to education for disabled pupils and covers the three areas required by the planning duties in the Disability Discrimination Legislation - the Disability Discrimination Act (DDA) 1995 and Special Educational Needs and Disability Act (SENDA) 2001.

There are three main areas:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which disabled pupils, parents/carers and staff can take advantage of education and associated services.
3. Improving the delivery of written information to disabled pupils, parents/carers and staff.

Nelson Mandela Community Primary School is committed to equality of opportunity and to providing a fair chance to all members of the local community. We aim to improve, where necessary, the educational opportunities for all learners, to ensure that every pupil has equal access and reaches their full potential.

This Policy sets out how we aim to improve the access of pupils with a disability by

- Adapting the physical environment
- Increasing access to the curriculum
- Providing information to parents/carers

Our school is recognised as having a suitable physical environment for pupils with physical disabilities and we continually review this environment to ensure that it is suitable for all pupils. We are an inclusive school and recognise our duties to ensure that we provide the maximum accessibility possible, while maintaining the highest levels of safety.

<p>Disability – The Act states that a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to day activities.</p>
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1. This definition includes:

- Physical impairment
- Sensory impairment
- Learning difficulties
- Impairment resulting from or consisting of a mental illness

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2. In addition there are a range of ‘hidden impairments’ such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

3. Also included are

- HIV
- Multiple Sclerosis
- Some forms of Cancer

An **impairment** does not itself mean that a person is disabled but rather it is the effect on the person’s ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Pupils who are subject to a Statement of Special Educational Needs may be eligible for additional support in school but this does not automatically mean that they are disabled.

Aims

Nelson Mandela Community Primary School strives to remove barriers and promote disability equality in all areas of school life for pupils, parents/carers and staff by making reasonable adjustments and questioning and challenging discrimination.

The teachers and support staff aim to work in partnership with pupils and their parents/carers to ensure all pupils receive a high quality education within a system that values the diversity of all pupils and the wider community.

We strive to ensure that educational provision can respond flexibly to individual needs and that wherever possible pupils can be educated in this mainstream environment which can properly meet their educational, social and emotional needs.

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Challenges to the school.

We know that it is our statutory and moral duty to admit children with already identified disabilities as well as continually monitoring with regard to SEND pupils in our school.

Nelson Mandela Community Primary School specialises in its provision for pupils with physical disabilities.

All our pupils are entitled to our inclusive education, to equal access to the curriculum and where possible, participate in decision making such as the setting and review of learning targets.

All our pupils are entitled to learn in classrooms where the teacher and support staff are fully aware of their needs and, in the case of pupils with disabilities, know the action identified to reduce their barriers to learning.

We actively encourage parents and carers to

- Play an active and valued role in their children’s education
- Work in partnership with the school
- Have information about their child’s entitlement within the Disability Framework
- Express their preferences about how their child is educated
- Have access to advice and support during any decision making related to their disabled child’s education
- Have knowledge of the arrangements for conciliation and the confidential advice service provided by the Disability Rights Commission.

- ***Please refer to our Induction Policy, Teaching and Learning Policy and Inclusion Package.***

As a school we are committed to having up to date information regarding a child’s disability and will work in a multi agency approach with the family.

Professional meetings are essential to ensure that systems are reviewed and staff awareness is high. The school will review its

- Teaching and learning practices
- The entitlement curriculum
- Continued Professional Development Programmes (CPD)
- The culture and ethos of the school
- The provision of written information
- The provision of auxiliary aids and services and resources

We recognise the importance of sharing good practice through staff meetings, INSET and SEN workshops.

1. Increasing the extent to which disabled people participate in school life

We employ a wide range of resources that are audited and updated regularly by the relevant subject coordinators or budget holders. We have a clear system of providing bids to the Finance Committee who approve additional funds when they are required. We also actively work with a wide range of outside agencies to access appropriate resources to support children with disabilities, and sometimes seek financial support with the purchase of the specialist equipment.

We consider such issues as physical aids to access education, sensory aids, fine motor. These are identified by the SENCo working closely with staff, parents/carers and outside agencies.

These include:

- ICT equipment including adapted hardware and interactive whiteboards
- Photocopying enlargement facilities
- Specialist furniture
- Portable aids for children with mobility impairment and poor hand/eye co-ordination
- Specialist pens, pencils and pencil grips
- Specialist equipment

Specialist equipment is audited and managed by the SENCo. Where possible, we strive to have all necessary equipment available to the pupils and staff in their classroom.

2. Improving the physical environment of the school to increase accessibility for children, parents/carers and staff with mobility impairment

The school is classed as a fully accessible mainstream school and as such has been modified to incorporate additional features.

These include:

- A fully accessible building on one level
- Disabled toilet and shower facilities
- Ramps for easy wheelchair access
- Physiotherapy areas
- Wider corridors and open plan for easier wheelchair access
- Automatic Push Button Doors for easier access
- Sensory Room

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3. Improving the access to information for disabled pupils and families

Regular meetings
Newsletters
Email information
Use of Braille for visually impaired parent

Monitoring and Reviewing

Detail the involvement of

- The Governors
- Completed parent questionnaires
- Completed children questionnaires
- Staff records
- Evidence for pupils with disabilities
- Increased levels of achievement for pupils with disabilities
- SEND Children’s Council responses
- Evidence from the LA and OFSTED inspections identifying higher levels of inclusion.

Section 1: How does your school deliver the curriculum?

Question	Yes	No	How
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes		Physiotherapy support Outreach support Mobility equipment training Specialist TA’s Medical needs training
Are classrooms optimally organised for pupils with disabilities?	Yes		Smart Boards available to use in each classroom. Classroom layouts take account of wheelchair access. Different shaped tables for easier access to wet areas/ playground. Open plan classrooms across year groups. Learning areas extending out into corridor.
Do lessons provide opportunities for all pupils to achieve?	Yes		Differentiated work and expected pupil outcomes. Flexible levels of adult support according to activity.

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Are lessons responsive to pupil diversity?		Under review	This area is being further addressed to meet the changing needs of our school profile and the New Curriculum, through a whole school curriculum review.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes		During the week children will be required to work both independently and as part of a group of varying sizes. Children work in ability, mixed ability and friendship groups.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes		Specialist advice sought, or reasonable adjustments made as necessary to enable all children to access curriculum.
Do staff recognise and allow for the mental effort expended by some disabled pupils for example using lip reading?	Yes		The use of ‘Rest time,’ ‘Time out’ for children with challenging behaviour and medical needs. Extra time to complete activities and/or alternative methods of recording work used to support individuals.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes		Children are given additional time or adult support in order to complete activities.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes		Outreach support, Physiotherapy support, Swimming lessons in hydrotherapy pool at Calthorpe School.
Do you provide access to computer technology appropriate for students with disabilities?	Yes		Outreach support to provide appropriate additional hardware. Fizz Books for individual children to support fine motor skills and writing.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes		Whole school entitlement and enrichment curriculum. We also have additional trips for our pupils with SEND.
Are there high expectations of all pupils?	Yes		OFSTED inspection.
Do staff seek to remove all barriers to learning and participation?	Yes		Sharing of information and expertise. Support from outside agencies.

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Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No	How
Does the size and layout of areas including all academic, sporting, play and social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	Yes		Open plan design and wider corridors help maximise indoor space.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes		Disabled toilet and shower facilities. School now uses automatic opening doors to be reviewed for easier access for wheelchair users.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes		Generally, although staff can need reminding to keep corridors free, but the school size is a constraint.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Yes		Pupils with SEN and disabilities allocated individual adult support in emergency situations.
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		No	Not required at present.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Yes		To be reviewed.
Are areas to which pupils should have access well lit?	Yes		Range of overhead and wall lighting and glass roof sections provide good lighting throughout school.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		Partially	Hearing impaired children have sound system. School is however open planned. Rooms are all carpeted.
Is furniture and equipment selected, adjusted and located appropriately?	Yes		Adapted seating provided by Outreach support or through alternative funding.

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			<p>Individual children assessed and measured for wheelchairs and standing frames.</p> <p>All equipment located in appropriate learning areas.</p> <p>All equipment serviced on a regular basis.</p>
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Section 3: How does your school deliver materials in other formats?

Question	Yes	No	HOW
Do you 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?	Yes		Use of appropriate computer software. Larger print photocopying. Braille reading books. Braille letters to parents.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes		Smart Boards in classrooms. Email newsletters etc. to blind father.
Do you have the facilities such as ICT to produce written information in different formats?	Yes		
Do you ensure that Staff are familiar with technology and practices developed to assist people with disabilities?	Yes		CPD as required