



**Our moral obligation is to help our children become successful learners, confident individuals and responsible citizens, and we believe that this Disability and Accessibility Policy, will help us achieve this goal.**

## **Disability and Accessibility Policy**

### **Section 1: Introduction**

Duties under Part 5A of the DDA require the Board of Trustees to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme, and the accompanying Accessibility Policy, set out how the Board of Trustees will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the Board of Trustees to plan to increase access to education for disabled pupils in 3 ways:

- 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.

This scheme, through the Accessibility Plan and SEN Information Report, incorporates the school's plans to increase access to education for disabled pupils.

### **Section 2: Vision and Values**

At Barnham Primary School, highly skilled and consistent relationships between **all** staff and children make a huge contribution to the positive climate of our school community. The pride of the children in their school is shown by their excellent conduct and in their application to their studies and learning journey. Teaching and learning experiences promote and actively encourage the development of resilience, independence and confidence. The expectation is that **every member of the school community** will bring intensity to our development and growth and seek opinion and challenge.

Barnham Primary School is a mainstream setting, with a Special Support Centre for children with physical disabilities and speech and language needs, catering for children aged between 4 and 11. We are committed to working in partnership with parents, carers and children to ensure that all children achieve their best,





become confident individuals and make a successful transition to the next phase of their education and into adulthood.

In order to fulfil this vision, we are committed to:

- ensuring that all pupils have access to a broad and balanced curriculum.
- providing a differentiated curriculum appropriate to the individual's needs and abilities.
- ensuring the identification of all pupils with a disability as early as possible in their school career.
- ensuring that pupils with disabilities take as full a part as possible in all school activities.
- ensuring that parents of all pupils are involved in the co-production of planning and target setting using an Assess, Plan, Do, Review approach.
- ensuring that pupils with disabilities are involved, where practicable, in decisions affecting their future provision.

At Barnham Primary School we recognise the entitlement of all pupils to a balanced, broadly based curriculum. The Board of Trustees will ensure that appropriate provision will be made for all pupils with disabilities.

Barnham Primary School welcomes all children as full members of the school and values them for the contribution they make. All pupils actively belong to, are welcomed by, and participate in the school and community. Their diversity of interests, abilities and attainment are welcomed and are seen to enrich the life of the school.

### **Sections 3: Definition of Disability**

The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out 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.





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 person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- 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.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

#### **Section 4: How Disabled People are Involved in the Scheme**

Disabled Pupils:

- On admission to the school, pupils are asked if there are strategies which help them to access their learning.
- Where a pupil also has SEN, a termly review meeting takes place where plans to ensure inclusion and accessibility are reviewed.
- Where a pupil does not have SEN, a twice yearly parent consultation is held where views are sought about inclusion and accessibility.
- The School Parliament and regular Information Gathering Assemblies provide opportunities for children with disabilities to give input on whole school events and processes.
- Information is acted upon accordingly, in line with the views of parents/carers and professionals, and action plans are developed where appropriate.





Disabled Staff:

- Staff are asked to provide details of any barriers and strategies for overcoming them either at the point of employment or when the disability becomes apparent.
- Occupational health services are employed where relevant.
- Information is acted upon accordingly and action plans are developed where appropriate.

Disabled Parents, Carers and other users of the school site:

- Visitors meet with a member of the SLT and are given the opportunity to communicate any barriers and support required to enable their needs to be met.
- Information is acted upon accordingly and action plans are developed where appropriate.

## **Section 5: Information Gathering**

Barnham Primary School recognises that gathering information is essential in order to know the effect of the school's policies on:

1. the recruitment, development and retention of disabled employees;
2. the educational opportunities available to and the achievements of disabled pupils.

The school also recognise that this information must be used effectively to review the action plans in place and inform subsequent schemes.

Information will be gathered through the following means:

Point 1.

- Equal Opportunities monitoring forms collected at point of recruitment.
- Personal and Professional Journey (PPJ) process exploring staff development.
- Annual Well-being check with Head Teacher.
- Staff Questionnaires.

Point 2:

- Contextual information is published and shared with the Board of Trustees each term. This includes the number of pupils with disabilities and the impairment groups reflected.
- Use of Classroom Monitor to track pupil progress.





- Termly Pupil Progress Meetings.
- Termly review meetings to explore the needs of the whole child (pupils with SEN)
- Twice yearly consultations and reviews (pupils with no SEN)
- Consultations with outside agencies, including Child Disability Team, Occupational Therapy, Speech and Language Therapy, Sensory Support Team, School Nursing Service, Community Nursing Service, Autism and Social Communication Team, Learning Behaviour Inclusion Advisory Team, to offer advice, guidance and support for pupils with disabilities.
- The development of a Quality Assurance tracking document for pupils in the Special Support Centre, exploring achievements across the outcomes laid out in their EHCPs.

Once information is gathered, it is used to influence the development of future schemes as well as adapting current schemes. This feeds directly into the SEN Information Report and Accessibility Plan as necessary. Such adaptations are made through discussions with the Senior Leadership Team during their Strategic and Operational meetings.

## **Section 6: Impact Assessment and Review**

The Disability Equality Scheme will be reviewed every three years, with the Accessibility and SEN Information Report updated accordingly. The scheme will be reviewed using the information gathered as stated above, and will include the viewpoints of disabled pupils and adults accordingly.

## **Section 7: Identification of Priorities**

Using the information gathered above, Barnham Primary School will complete the Disability Equality Scheme Checklist (Appendix A) in order to identify priorities.

Where the necessary information has not been gathered, this will be pursued via discussion, questionnaire, telephone calls and/or observations, depending upon the information needed.

On completion of the questionnaire, priorities will be identified under three headings. The current situation is as follows:

- 1 Improve access to the curriculum. This is managed by the teaching staff, teaching assistants and special support assistants. This includes:
  - differentiated work to meet the needs and abilities of all children;
  - specialist and individualised resources and equipment, including IT equipment, to enable all children to access classroom learning, tasks and activities;





- classroom equipment which is clearly labelled and accessible;
  - pupils involved in the maintenance and care of all resources and equipment;
  - furniture organised to enable ease of movement around all classrooms and communal areas;
  - Environmental audit completed for pupils with visual impairment.
- 2 Improve physical access to education and associated resources. This includes:
- new buildings/extensions designed to improve access to the physical environment;
  - adaptations to the building and outside area designed to improve access to the physical environment including for those with visual impairment;
  - consideration of improved parking area for children and adults with disabilities.
  - Continue to segregate pedestrians, wheelchair units and cyclists from vehicles to reduce the risk of accidents.
- 3 Improve the provision of information in a range of formats for all staff, parents and pupils. This includes:
- the publication and distribution of letters and newsletters via hard copy and the website;
  - the provision of a bulletin board with written and illustrated notices;
  - the operation of an open door policy where parents can discuss issues with relevant members of staff;
  - a variety of resources and strategies being available for all children to communicate information including the use of PECS and Makaton;
  - writing resources which are always available and accessible;
  - IT equipment (computers, laptops and tablets) and audio/video/digital cameras being available as a means of communicating information;
  - having an informative school website;
  - the availability of email communication for all staff and parents;
  - the use of interpreters and translation where necessary;
  - the use of social media to promote events organised by "Many Hands" our parent organisation.





## **Section 8: Implementation**

See Accessibility Plan (Appendix B)

## **Section 9: Publication**

This scheme, including the Accessibility Plan, will be published on the school website and made available by request from the school office.

## **Section 10: Reporting**

A representative from the Senior Leadership Team will report annually to the Board of Trustees regarding progress made towards the targets in the Accessibility Plan and any necessary adaptations and amendments.

## **Section 11: Review**

The Disability Equality Scheme and Accessibility Plan will be formally reviewed every three years as laid out above.





**Appendix A**

<b>Disability Equality Scheme Checklist</b>		Red	Amber	Green
<b>1</b>	<b>Equal opportunities</b>			
	Does disability equality have a separate strand in the school's Equality Policy?	Separate Policy		
	Does the school have a mission statement about promoting disability equality?			/
	Has the school set up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community?		/	
	Does the school collect data which identifies the performance and outcomes of disabled pupils? Is it broken down by impairment/disability group to reflect barriers?			/
<b>2</b>	<b>Governance</b>			
	Are all trustees aware of their statutory responsibility to promote disability equality and to produce a Disability Equality Scheme?			/
	Does the Board of Trustees include people who are disabled?			/
	Are trustee meetings and proceedings accessible? Does the Board of Trustees regularly monitor issues concerning disability?			/
	Has the Board of Trustees consulted with disabled staff, pupils, parents and the local community to impact-assess their policies?		/	
	Does the school have a School Accessibility Plan? Is it reviewed regularly and available on request?			/
<b>3</b>	<b>Teaching and learning</b>			
	Are staff aware of the National Curriculum Inclusion Statement and is it applied in their planning and teaching?*			/
	Is joint planning time made available regularly during the school day for teachers and support staff?			/
	Do teachers prioritise the essential knowledge they wish pupils to gain from lessons?			/
	Do staff use a variety of approaches to suit pupils' diverse learning styles?			/
	Do staff consider classroom organisation, layout and the use of support to suit different needs?			/
<b>4</b>	<b>Curriculum (disability issues)</b>			
	Does the curriculum include disability discrimination awareness?		/ assemblies	
	Does the school ensure disability equality is raised in PHSE and Citizenship?		/	







	Do disabled pupils feel comfortable explaining their impairment/ disability to their peers, including what prejudices they face and how they wish to be treated?			/
	Are disabled adults from local disability organisations encouraged to address pupils?			/
	Are the achievements of disabled people displayed in positive ways?			/
	Do teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils, e.g. negative stereotypes in literature, or arguments about terminating disabled babies in RE or biology?	N/A		
<b>5</b>	<b>Monitoring and assessment</b>			
	Are disabled pupils identified in school databases, including access needs?			/
	Do staff know the adjustments that different disabled pupils need (e.g. extra time, scribing or amanuensis)?			/
	Does a senior member of staff know how to apply for adjustments from the Exam Boards and the range of adjustments available from different Boards?			/
<b>6</b>	<b>Staff recruitment and retention</b>			
	Does the school take advice from Human Resources with regard to disability equality?			/
	Does the school make reasonable adjustments to workplace practices, procedures and the working environment?			/
	Is the school flexible in the requirements made in terms of job content, work patterns and location?		/	
	Does the school design job specifications to focus on what is to be achieved rather than how it is achieved?			/
	Are disabled staff encouraged to get support from Access to Work (Job Centre Plus)?	N/A		
<b>7</b>	<b>Sickness monitoring and leave</b>			
	Does the school distinguish between time off arising from an underlying impairment/disability rather than general sickness?			/
	Does the school allow disabled staff additional time off for treatment for their impairing condition?			/
	If staff develop a long-term impairment/disability are reasonable adjustments made (such as alternative duties)?			/
	Does the school vary the duties of disabled staff where necessary as a reasonable adjustment?	N/A		
<b>8</b>	<b>Pupil participation in decision-making</b>			
	Does the School Council have disabled representatives?			/
	Are disabled pupils given positions of responsibility such as playground buddies or mentors?			/
	Are the achievements of disabled pupils celebrated at assemblies?			/





	Do disabled pupils have the opportunity to express their views in class forums or discussions?			/
	Are disabled pupils encouraged and supported in expressing their views?			/
<b>9</b>	<b>Behaviour</b>			
	Does the school operate a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour?			/
	If a differentiated behaviour policy is in place, do other pupils know why?		/	
	Does the school train and use peer mentors?		/	
	Are pupils with behaviour problems able to self-refer for time-out if needed?			/
	Are exclusions monitored for disability/impairment on a regular basis?			/
	Are strategies such as Circle of Friends and peer mentoring available?			/
	Does the school use strategies to help pupils deal with conflict?			/
<b>10</b>	<b>Anti-bullying</b>			
	Does the school record bullying and name calling aimed at disabled people?			/
	Are disabled pupils and adults encouraged to report all such occurrences?			/
	Have all pupils received training on equality issues?		/	
	Are pupils trained/appointed as 'bully busters' or 'peer mediators'?		/	
<b>11</b>	<b>Educational visits and trips</b>			
	Does the school ensure that all pupils can participate in visits?			/
	Are all trips planned well in advance so that risk assessments can be carried out and reasonable adjustments made?			/
	Does the school have information about accessible venues?			/
	Does the school make available to all staff planning trips the access, medication & personal care needs of pupils on a need-to-know basis?			/
<b>12</b>	<b>School clubs and the extended day</b>			
	Can disabled pupils attend school clubs or extended day activities?			/
	Are disabled pupils' transport needs for the extended day taken into consideration?			/
	Are club and extended day activities planned inclusively?			/
	Is peer support and collaboration encouraged in these activities?			/
	Is participation and achievement emphasised rather than attainment?			/
<b>13</b>	<b>Homework</b>			
	Is homework accessible to all pupils or suitably differentiated?			/
	Does the school encourage peer support and collaborative learning?			/
	Is achievement prioritised rather than attainment?			/
<b>15</b>	<b>Health and safety</b>			





	Do Health and Safety inspections identify risks for disabled people (e.g. slippery floor coverings, strobe lighting, chemicals, allergens, electric drills at the wrong height for a wheelchair user)?			/
	Does the school have emergency evacuation procedures for disabled people?			/
	Are risk assessments in place where needed for individual disabled pupils?			/
	Are staff suitably trained if they need to carry out procedures such as moving and handling, administration of medicines, personal care or invasive procedures?			/
	Are pupil aids and appliances correctly maintained and serviced?			/
	Does the school accident reporting system monitor for impairment/disability?		/	
<b>15</b>	<b>Medical and personal care needs</b>			
	Are disabled children and parents consulted about the administration of medicines?			/
	Do procedures take full account of the child's dignity and discomfort?			/
	Are sufficient staff trained in the necessary procedures?			/
	Are all staff aware of what to do in a medical emergency?			/
	Are disabled people's medical needs treated confidentially, and shared appropriately on a need-to know basis, with parental permission?			/
	Is medical training provided when necessary on invasive care and administration of medicines?			/
	Are risk assessments carried out that are specific to the circumstances of each individual?			/
	Does the school encourage disabled pupils to administer their own medicines and undertake procedures wherever possible (e.g. insulin injections)?			/
<b>16</b>	<b>Sex education</b>			
	Does the school sex education policy specifically take account of the needs of disabled children?	If required, after discussions with parents.		
	Is the issue of sexual abuse and the right to say 'no' considered for disabled pupils with learning or communication difficulties?	N/A		
	Are the parents of disabled children encouraged to allow their child to have sex education and to recognise their developing sexuality?			/
	Are pupils encouraged to respect difference and identity?			/
	Are sex education materials accessible for all pupils?			/
<b>17</b>	<b>Complaints procedure</b>			
	Is the complaints procedure available in a range of formats?		/	
	Does the school seek to resolve issues raised by parents about their disabled children?			/
	Does the school consult with disabled people or outside experts on disability equality to resolve complaints?			/





<b>18</b>	<b>Premises and lettings</b>			
	Does the school have an access policy?			/
	Are access issues given high priority in capital projects?			/
	Does the school lettings policy provide details of accessibility for venues?		/	
	Does the school lettings policy specify the type of adjustments that the school and other local services can provide?		/	
	Is information about lettings provided in accessible formats e.g. Easy Read, Audiotape, electronically or pictograms?		/	
	Are evacuation procedures in place for disabled people?			/





## Appendix B

DDA Focus Area	Target	Action Required	Person Responsible	Timescale	Resources	Impact	Monitoring and Evaluation
1.	To develop the range of resources appropriate for children with a range of visual impairments.	Continue to work with Sensory Support Team. Discuss needs and purchase resources as required.	Katie Scott	July 2017	N/A	Children with visual impairment will have greater access to the curriculum and their results will improve.	Completed
2.	To improve quantity of disabled parking spaces and ease of carpark access.	New signs purchased and installed. Communication of car park expectations to all stakeholders.	Katie Scott Karen Patrick	April 2017	Parking signs	Families with a disabled person will be able to park safely with greater ease.	Completed
3.	To reproduce the complaints procedure as a voice recording.	On request all policies will be available as voice recordings.	Nicky Schofield	July 2017	Website updated.	Those stakeholders who have difficulty with reading will be able to access the procedures.	Completed

