

S. M. Fox (Assistant Head), Enid Seeley (Assistant Head)

Arden Primary School

Arden is a safe and creative environment: a happy, positive, vibrant and forward-thinking community where each child and adult is valued and able to learn, play and achieve.

Arden Primary School Disability and Accessibility Policy

THE DEVELOPMENT OF THIS POLICY

- School Community
- Governing Body

THE SCHOOL CONTEXT

This is a large and growing primary and nursery school serving the Sparkhill area of Birmingham. This is an inner city area, where unemployment is high. 96.4% of our children speak English as a second language and around 39% are entitled to free school meals.

Number of SEN pupils on role- 137, which is 27% of the school population (Spring 2008)
The school is recognised by several outside agencies as a provider of outstanding support for children with special educational needs. Pupils with speech and language, and hearing impairments make good progress due to the expertise of trained SEN staff. The school provides excellent gross motor skills support for the pupils in school, and have supported outside agencies in the making of an educational DVD for the authority.

OUR COMMITMENT TO INCLUSION

Arden Primary School recognizes that disabled students are made up of the following groups: physical, medical, sensory, behavioral and those with learning difficulties.

Aims: -

- Our school is non-discriminatory towards disabled students and endeavors to provide equal access and opportunity to the curriculum.
- Equally value and encourage all children.
- Foster positive attitudes towards disability within our community.

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- The school's desire is to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of our community and our school values. In addition to this, the school places equal importance on ensuring that no student's education and progress is impaired by the disability of another student.
- In order to facilitate the needs of SEN children entering school, the SENCO liaises with pertinent outside agencies, parents and previous educational providers to ensure that the children's needs can be addressed on admission.
- The school ensures that money allocated through the CRISP and the Audit system for SEN children is used solely for their benefit, to provide resources and support. There are on-going systems within the school to identify pupils who may need extra support. Through liaising with out-side agencies the authority is asked for suitable financial support for those pupils.

To achieve our aims, the school has produced this Disability/ Accessibility Policy. The school community will: -

- 1. Review the school's Disability Policy and Accessibility Plan at least every three years.**
- 2. Make recommendations with a view to improving the accessibility of its education to students or prospective students with disabilities by means of reasonable adjustments.**

Admission to the School

- The school follows the LEA guidelines for admittance for all pupils. This may include admitting over and above recommended class sizes in relation to admittance of children with a statement.
- The school will endeavour to educate and develop the prospective student to the best of his/her potential and in line with the general standards achieved by the student's peers.
- The school policy is to apply these criteria to all students and potential students, regardless of any disability of which it is made aware by parents or outside agencies. The school has a legal obligation to make reasonable adjustments to enable disabled students not to be disadvantaged because of their disability.

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Physical Access

- Parents should be aware that the school site covers a wide area, more than one storey with two lifts and ramps to all entrances. Where necessity requires students to move around the site, extra handrails are fitted as required and disabled pupils have access to lifts.
- Recent rebuilding of the school complies with current regulations.

Education

- Staff will continue to be made aware of students with Disability or Special Educational Needs by the Inclusion Co-ordinator or Medical support staff.
- Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in IEPs and Schemes of Work.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety.
- The school provides auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops or hearing loops.
- The school ensures that disabled children have their full entitlement to outside visits. This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios, notification to place of visit and pre-visit to site if appropriate.
- Children requiring specific work to improve their mobility will have access to additional gross/fine motor skills sessions.
- The Inclusion co-ordinator will ensure that disabled children have access to suitable furniture, classroom adaptations, aids and resources (lap-tops, pens, scissors etc).
- In assessing any student the school may take such advice and require such assessments e.g., Educational Psychologist’s report and recommendations as it regards as appropriate.
- The school follows DSCF guidelines and procedures to enable all children with disabilities to have equal access to national assessments for example SATs.
- Children/staff have access to outside agencies that will support and advise them on a regular basis.

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Sporting & Recreational Activities

- The school will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site and the Health and Safety implications. Where an activity is inappropriate due to a child's disability, alternative activities will be provided.
- Individual Risk Assessment will be provided for disabled students engaged in school trips or visits.
- Provisions will be made for children unable to participate in activities such as playtime, as a result of weather or illness. Generally all children are encouraged to take part in all aspects of school life.

Welfare Awareness

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life.
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The school's Equal Opportunities Policy, Anti-Bullying Policy, Codes of Behaviour, Student and Staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration.
- The school will agree with parents, appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

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This policy will be reviewed annually

Related Policies:

- Nurture Policy
- Learning Mentor Policy
- Anti-bullying Policy
- Confidentiality
- Equal Opportunity
- Values Education
- PSHE/SRE/Citizenship
- Inclusion / SEN

(Race Equality, Gender Equality)

Action Plan Review Format

DISABILITY AND ACCESSIBILITY

	Actions/ by whom	Start	Finish	Evidence
Promote equality of opportunity	Training for staff and governors on gender equality issues. CPD coordinator			CPD file INSET
Eliminate unlawful discrimination/ harassment	Continue Values Ed, and Dedicated assemblies. Head teacher/Deputy and Assistant HT Learning Mentors			Planning List of school 'Values'
Promote good relations between ethnic groups	Regular PSHE/Circle time in class to address gender issues. S.M.Fox			Monitoring by the coordinator.