

Hartford Junior School



Disability Equality Policy and Accessibility Plan

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Chair of Governor Signature:

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Revision and edition Log

Written December 21	SLT
Approved	
Updated	SLT
	FGB

This policy should be read in conjunction with;

- ◆ SEND Policy
- ◆ Annual SEND Information Report
- ◆ Pupil Diversity and Equality Policy
- ◆ Anti-Bullying Policy
- ◆ Medical Conditions Policy

Aims Ethos and Values

This Policy is built upon our aims, ethos and values.

Aims

- ◆ Celebrating the uniqueness and individuality of each person in the school community
- ◆ Promoting a lifelong love of learning through an engaging and varied curriculum
- ◆ Promoting positive relationships between all members of the school community and beyond
- ◆ Establishing a safe, supportive and nurturing environment where everyone can succeed
- ◆ Encouraging everybody to continually strive for improvement in all they do

Ethos

Our ethos is made up of the themes that help us underpin these aims. It is three words:

effort, encouragement, excellence

We ask everybody at the school to put in the effort to be successful. Learning is hard and it takes effort. Teaching is hard and it takes effort. We explicitly recognise this and value the effort it takes to be successful teachers and learners. We encourage each other because by coming together as a community we can all achieve more highly. Recognising strengths and supporting weaknesses makes us happier, better people.

If we all put in the effort and encourage each other, the outcomes will be excellent.

Values

To support this, we have broken our ethos down into a set of values that we recognise.

As part of effort: perseverance, resilience, self-belief

As part of encouragement: co-operation, compassion, trust

As part of excellence: high expectations, challenge, pride, resourcefulness, reflectiveness

School Profile

Hartford Junior School is part of the CAM Academy Trust and upholds the core principles and values of the Trust.

Children can only achieve **excellence** in their education if the barriers that lead to unequal outcomes are successfully removed. Education can be only truly **comprehensive** if every child has an equal chance to thrive at school. This can only be achieved by effective **partnership** with key external organisations and strong links through the local **community**. It is only with a genuinely **international** outlook that children will truly understand and value global diversity.

Hartford Juniors is an inclusive school with a varied intake. Children in our school have a wide range of needs and disabilities. We currently have a higher than national average proportion of children with Education Health and Care Plans (EHCPs).

The Law

The Special Education Needs (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 Part 4 of the DDA:

- ♦ 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

Definition of Disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as having a disability. Under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for pupils with disability. The DDA defines such a person as having

‘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.’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

It is a requirement that the school should have an accessibility plan that is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with disabilities in the three areas required by the planning duties in the DDA:

- ♦ 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. (Implementing the Disability Discrimination Act in schools and early year's settings. Department for Education and Skills)

Identification

Pupils with disabilities are mainly identified by their parents or from the previous school in the transition from Infant provision to Hartford Junior School. This can also be identified at any point during their school career.

The school accessibility plan is broken down into six areas:

1. Information about students with disabilities
2. Maximising the extent to which students with disabilities can participate in the school curriculum
3. Ways in which the school organisation impacts on disabled students
4. The physical access to the school site
5. Outcomes for students with disabilities
6. Management, co-ordination and implementation of the accessibility plan

1. Information about students with disabilities

Information is gained from pupil data on transition and that which is given by parents/carers. All data about these pupils is recorded on our administration system and Special Educational Needs and Disability register. This information is updated regularly.

2. Maximising the extent to which pupils with disabilities can participate in the school curriculum

The national curriculum states that an inclusive curriculum must:

- a) Set suitable learning challenges
- b) Respond to pupils' diverse learning needs
- c) Overcome potential barriers to learning and assessment for individuals and groups of pupils

Hartford Junior School conforms to this requirement. No pupil is denied access to any part of the school's curriculum due to disability. We will always seek to include pupils with disabilities in a full range of extra-curricular activities as possible. Some pupils, however, may be denied access to certain extracurricular activities due to disability if the relevant funding for necessary staffing or extra support needed to allow safe participation is not available.

3. Ways in which the school organisation impacts on disabled pupils

The school is organised in such a way that no pupil with disability is denied access to the curriculum on site due to timetabling constraints. Risk assessment will be carried out for those pupils who might have an impact on the health and safety of the school community, to ensure maximum safe access to the curriculum for all. The school provides staff trained in First Aid to deal with medical emergencies arising in school time. Information on students with disabilities and/or SEND is available on the staff shared drive. Detailed pupil information is also available to staff on students who have a disability and/or SEND.

4. Physical access to the school site.

The school is easily accessible to pupils and visitors with disabilities. All of the shared areas and administrative areas are at ground floor level. Half of our classrooms are at first floor level, and where necessary, adjustments are made to ensure classes are located on the ground floor to accommodate pupils with disabilities.

5. Outcomes for pupils with disabilities

The SENCO in collaboration with the senior leadership team (SLT) analyse outcome data for pupils with disabilities as part of regular scrutiny of pupil progress. For more information on this please see the SEND Policy.

6. Management, co-ordination and implementation of the Accessibility Policy

The SLT and local governing body will take responsibility for the school accessibility policy, set clear direction for it and report on it annually, thus enabling the local governing body to fulfil its statutory duties under the DDA

Support for staff

Applicants for new roles in school are asked to complete a questionnaire outlining any disabilities they may have and their suitability for the role, in accordance with safer recruiting policies. If appointed, the school will make reasonable adjustments in line with the Equality Act (2010) to enable the staff member to fulfil their role. If an existing member of staff's disability status changes, they are supported through human resources. Advice may be sought from Occupational Health on reasonable adjustments that can be made to enable the member of staff to continue in their role as long as they are safe to do so.

Support to visitors on site

As detailed above, the site is largely accessible to most people. This extends to visitors on site and there is disabled parking available. Visitors are welcome to inform the person they are visiting of any specific needs and reasonable adjustments will be made.