



## Disability Access Policy

Reviewed and updated December 2020

### Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

**Safe, Secure and Successful - the Blakesley way**

## **1. Introduction**

Blakesley Hall Primary School has a duty under the Equality Act 2010:

- Not to treat pupils who are disabled less favourably for a reason related to their disability;
- To make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
- To draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

This policy outlines the steps we will take to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

1. Increasing the extent to which pupils who are disabled can participate in the school curriculum;
2. Improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to pupils who are disabled. This policy should be read in conjunction with the School's Disability Access Plan.

## **2. What defines 'reasonable adjustments'?**

In deciding what is reasonable the school will consider:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an Education, Health and Care Plan, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards.

## **3. Statement of Intent**

Blakesley Hall Primary School is committed to implementing, reviewing, adapting and providing resources for the Disability Access Policy on a three year cycle. Regular disability Access Audits are undertaken as part of this process.

#### **4. The Blakesley Hall Primary School Vision**

Our aim is:

- To be sensitive to the needs of every child
- To reduce barriers to learning in every area of school life
- To ensure the curriculum is accessible to every student
- To ensure all children have opportunities within school
- To keep up to date and comply with any Department for Education's guidance.

#### **5. What is a disability?**

The Equality Act describes a person who is disabled 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 impairment may include mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment can cover neurological problems such as specific learning difficulties; autistic spectrum conditions, speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all pupils who have a learning difficulty or special educational need are classed as disabled.

#### **6. Identifying Pupils Needs**

Parents/carers, pupils and teachers will work together to identify and provide for children's individual needs. These needs will be recorded on pupil profiles, Education, Health and Care Plans (EHC) and Individual Target Plans after meetings with the Assistant Head Teacher for Inclusion (Mrs Key) and class teachers. Parents/carers and pupil views will be at the centre of the planning process.

At the point of registration parents are asked to notify the school of any disabilities, special educational needs and medical needs their child may have. If a need arises after registration the school should be informed as soon as possible. Parents will be asked to fill in a medical form to state whether any special circumstances relating to a child's health or disability may affect the child's ability to participate fully in school

life. To support this, parents/carers will be asked to produce any relevant reports such as Education, Health and Care Plans (EHC), Nursery reports and consultation notes from outside agencies e.g. Educational Psychologists.

Parents will then be invited to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments will need to be made, if any. In order to do this, school may request additional information such as medical notes, audits from outside agencies and may visit the child's nursery or educational establishments. If a decision is made that Blakesley Hall is unable to adequately meet the needs of a child with a disability, parents will be informed and the reason why explained.

For some children a medical or educational need may become apparent after they have joined Blakesley Hall Primary School or in some cases an existing need may become more serious. It is then vital that good communication between home and school is established, so that reasonable adjustments can be made to allow the child to continue and flourish at school. In the event of a child failing to thrive in school, despite support from school and outside agencies such as Educational Psychologists, parents will be advised on the next steps available to them. If after reasonable adjustments have been made and Blakesley Hall Primary is unable to adequately cater for the child's needs or provide an environment that will allow them to achieve, the Head Teacher may request that parents withdraw their child. The Head Teacher will meet with parents; the school will then support the move of the child to another educational establishment.

Throughout this process Blakesley Hall Primary School will take full account of:

- Specific impairments
- Pupil and parent views
- Advice from teachers
- Advice from outside agencies such as Pupil and School Support.

## **7. Coordination and Implementation**

This is the responsibility of the Head, the Deputy, Assistant Heads and Special Educational Needs Co-ordinator (SENCo) and all teachers.

## **8. Responsibility**

In order that Blakesley Hall Primary School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. These are outlined in Pupil Management Plans prepared by the school's SENCo and appropriate outside agencies for example Physical Difficulties Support Service.

## **9. Concerns or complaints**

Blakesley Hall Primary School has an internal complaints procedure which starts by asking parents to raise any concern with your child's class teacher or year group leader, then the Assistant Heads or Deputy Heads. If the complaint remains unresolved then a meeting with the Head Teacher will be arranged. If the matter remains unresolved the complaints will then be looked at by the governing body. Also available for support is Disabled Rights ([www.gov.uk/rights-disabled-person/overview](http://www.gov.uk/rights-disabled-person/overview)) or the Equality Advisory Support Service (Tel: 0808 800 0082) which provides a confidential help line and a conciliation service.

The School also recognises that disabled pupils or those with special educational needs may be at risk of being bullied. The School has an Anti-Bullying Policy and a Positive Behaviour Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. A copy of this policy is available on the website.

The Disability Access policy has been agreed by Governors and is available on the school website. The Disability Access Policy will next be reviewed in September 2023.

The school will maintain the Accessibility Plan to ensure that current and future planning requirements are addressed. The Plan will be reviewed every term by the Inclusion Manager and reported to the Head Teacher and Governing Body on an annual basis.