



Jacobstow Community Primary School & Preschool

CARES about preparing our children for their place in the world of the future

Disability policy and action plan

The Disability Discrimination Act 2005 required all public authorities, including schools, to produce and publish a Disability Policy and Action Plan.

The purpose of this is to improve equality of opportunity for all disabled people using public facilities. Jacobstow Primary & Preschool's Disability Policy will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Senior member of staff responsible

Head teacher

Designated member of staff

SENCo

Introduction

Jacobstow Community Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical, mental or emotional impairment.

Jacobstow Primary School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

Our definition of people with disabilities include those with hearing or visual impairment, Spinal Muscular Atrophy, mental health issues and incontinence. People with ADHD and Autistic Spectrum Disorders. Medical conditions such as severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Lupus. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders and emotional crisis are all recognised.

Also if a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

This Disability Policy sets out the ways in which Jacobstow Primary & Preschool will meet its general and specific duties.

- **We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.**

Jacobstow Primary & Preschool endorses an Inclusion definition that says:

- **Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.**

The production of this Disability Policy provides us with a framework for integrating disability equality into all aspects of school life.

By challenging any negative attitudes to disability we will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act.
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school.

The school will seek to gather information from people with a disability by consulting with parents and pupils to encourage disability disclosure and reduce the number of 'unknown' disability status and ensure equality of educational opportunities and achievement for pupils.

Disability equality issues are explicitly addressed in all policies through the normal review process.

Arrangements for publication

- All staff and governors will read a copy of the Disability Policy
- The policy and its implications will be explained to staff via inset and staff meetings
- Communication of this policy to pupils will be via assembly, PSHE programme, the School Council and the curriculum
- Parents/carers will be informed of the policy through the school website and newsletters. The full version of the policy will be available to all parents via the school Website or upon request a paper copy from the school.
- Arrangements will be made to modify, enlarge and/or communicate this policy in other formats upon request

Staff Training

- All staff have a basic level of SEND training.
- The head teacher has specialist training in ASD and Speech and Language Disabilities.
- 2 TAs have Trauma Informed Schools (TIS) training
- 1 TA has Emotional Literacy Support Assistant (ELSA) training
- 2 staff have Restraint training
- We have staff training in diabetes, epilepsy and paediatric 1st aid.

This policy will be reviewed annually or in response to government changes in legislation.

Appendix 1 Jacobstow Primary & Preschool DES Action Plan

The head teacher as SENCO will be responsible for monitoring the Action Plan and will report annually or more often as appropriate to the Governing Body.

| | Action | Details | Lead | Target date |
|-----------|--|--|---|--|
| 1 | DISABLED CHILDREN/STAFF | | | |
| 1a | To create an environment in school where disability of any type is recognised openly and seen as a positive not a negative. | To encourage disability disclosure and reduce the number of 'unknown' disability status classifications. Development of services for particular groups in line with parent/pupil feedback, for example, pupils or parents with mental health difficulties. | Head teacher as SENCo All staff as leaders of PHSE | Ongoing |
| 2 | Monitoring pupils progress (Tracking) | To gather information on the effect of our policies and practices on the educational opportunities available to and achievements of disabled pupils | Head teacher as SENCo All staff as leaders of PHSE | ½ termly, termly and annual reviews of progress and attainment |
| 3 | Clear systems for reporting of and responding to any faults affecting access to premises and facilities | Improve signage/information about how to report faults. | Governor Premises Committee | Ongoing updates |
| 5 | Monitor work with children with disabilities and ensure that it meets needs and develops as the needs of the child/ren develop | Appropriate training programmes will be in place to ensure that the relevant staff are able to fully support the learning and education of children with a recognised disability. | Head and all staff. | Ongoing |
| 6 | Programme of works to Jacobstow buildings to improve access to be made available on request | Audit of areas of the building inside and out which don't allow disabled access to the buildings and movement around them. | Head/ H&SGovernor Premises Committee | Ongoing |
| 7 | A programme of information collection from classes to establish clearer understanding of barriers to disabled pupils and how these can be removed. | This will provide an opportunity to reinforce channels of communication and ensure the dissemination of good practice | Dyslexia Co-ordinator SEN Co-ordinator | Ongoing |

Disability Access Audit

There is limited disabled access to the school buildings and playgrounds.

Entrance:

The main entrance is via a steep narrow ramp with 2 sharp turns; it can be used by wheel chair users but only with adult support

Front door: wide enough if both doors are open, there is a small threshold which needs support be accessible for a wheel chair user or by someone using crutches or with leg callipers.

Entrance hall: narrow but does allow access to the main school through the hall doors both of which can be opened.

Visitors toilet not accessible, too narrow and with no turning space. No specialist sanitary facilities available.

Access through the school to classrooms: access to classrooms through the hall if all double doors are opened, no thresholds.

Junior classrooms: No access from classrooms directly to the outside in the case of emergency evacuation due to small external doorways and high thresholds.

Infant classroom: No access from classrooms directly to the outside in the case of emergency evacuation due to small external doorways and high thresholds.

No disabled access to any toilets within the school.

Play grounds: no access from playgrounds back into the building, even the ramp is too small to allow turning and there is a threshold.

No access to emergency evacuation meeting point from the playground due to steps, and via main entrance due to threshold, steep ramp with turns and curbed car park.

DESPITE THE LACK OF FACILITY CURRENTLY THE SCHOOL WOULD RESPOND TO THE NEEDS OF ANY CHILD COMING INTO SCHOOL AS A PUPIL AND ENSURE THAT THEY ARE ABLE TO BE INCLUDED. WITH SUPPORT ADULTS WITH DISABILITY NEEDS CAN BE SUPPORT TO ACCESS THE SCHOOL TO ENABLE THEM TO ENGAGE WITH THEIR CHILDREN'S EDUCATION.