



VITA ET PAX PREPARATORY SCHOOL

DISABILITY & ACCESSIBILITY POLICY

Reviewed By F.Archer May 2017

Definition of 'disability'

Section 6 of the Equality Act 2010 says that a person has a disability if the person:

- Has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities

It adds that disability can arise from a range of impairments, such as:

- Sensory impairments
- Impairments with recurring effects, such as chronic fatigue syndrome or epilepsy
- Developmental impairments, such as autistic spectrum disorders or dyslexia
- Mental illnesses

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the School.

The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) by placing new duties on schools in relation to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

There are three main duties:

- Not to treat disabled people less favourably
- To make reasonable adjustments to avoid putting disabled people at a substantial disadvantage
- To prepare accessibility strategies/accessibility plans for increasing over time the accessibility of schools for disabled people.
- To seek and welcome the views of disabled stakeholders to help improve the provision in our school

We recognise that these duties are ‘anticipatory’ – ie: that schools need to consider the requirements of current and future disabled people. This means that we are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission or employment, have a disability.

Accessibility plan

In response to our duty in law, we have considered the current situation and future needs under the following headings:

- Physical environment of the school
- The extent to which disabled people could participate in the school
- The communication of information to pupils, parents and staff
- To ensure all school policies, plans and procedures are reviewed as part of a three year programme and amended where required with regard to general duty under the DDA Act 2005

Disability, Equality and Duty

Vita et Pax Preparatory School is committed to ensuring equal treatment of all its pupils, parents, employees and any others involved in the School community, with any form of disability. The School will ensure that disabled people are not treated less favourably in any procedures or practices.

We aim to provide a caring happy and secure environment in which the whole community feel highly valued and can develop to their full potential.

The School will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

Physical environment

Present situation

- Dropped kerb at main pupil entrance allows for access
- Ground floor disabled toilet

Accessibility Plan 2016-18

- Layout and location of classrooms must be addressed on a needs basis
- Ensure future alterations to door access points account for width regulations regarding disabled access
- Display inclusive posters of disabled adults and children around the school
- Provision of medical room for unwell children- completed December 2017.
- Proposed ramp access to front of building.

School Curriculum

- Accessible storage

- Accessible displays in some areas
- Large computer screens available
- Sloping boards
- Colour overlays
- Differentiation: Work is differentiated according to ability and need.
- Within class, the class teacher will plan activities to meet the pupil's individual targets.
- Work is also differentiated by outcome.
- Visual Timetable
- Use of staff only staircase to avoid congestion and for child with mobility issues, safer access from lower to middle floor
- Stability cushion
- Inclusive sports opportunity
- Tracking progress the School has a clear policy about adjustment to examinations, both during assessment weeks and class assessments, allowing extra time
- For any residential activities, the Group Leader will advise the centre of any additional needs of their party and ensure that all needs will be met.

Communication of Information

- Disability & Accessibility Policy and action plan will be available to parents on request
- We will notify parents that they can see this plan on the school website

The Governing Body is committed to equal opportunities and will ensure that pupils and staff are treated equitably in respect of any disability

Useful Websites

DfES (2006) Implementing the DDA in schools and early years settings

Disability Rights Commission (2002) Disability Discrimination Act 1995: Part 4: Code of Practice for Schools

Disability Rights Commission (2005) The Duty to Promote Disability Equality: Statutory Code of Practice (England & Wales)[often referred to as the Code of Practice on the Disability Equality Duty]

<http://www.everychildmatters.gov.uk/>

<http://www.teachernet.gov.uk/wholeschool/sen/senstrategy/>

<http://www.drc-gb.org/>

<http://www.ofsted.gov.uk/publications/>

<http://www.teachernet.gov.uk/wholeschool/sen/schools/accessibility>

