



Vita et Pax Preparatory School Disability and Accessibility Policy

Policy Originator	Allana Gay
Governor Responsible	Anna Westcott
Status	Statutory
Last reviewed	18/02/2020
Ratified on	03/03/2020
Review period	Annual

This policy is reviewed annually and ratified by the Governing Body.

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

School ethos

Vita et Pax Preparatory School is a co-educational environment for children from the age of three to the end of their primary education. Our school delivers a child centred and coordinated approach to nurturing character for the future. We aim for our children to be creative and caring learners who are happy to be in our dedicated learning environment. Our school works in strong partnership with our parents to ensure students are demonstrably safe, academically confident and well cared for physically, socially and emotionally. The school will always take actions that are in the best interest of the child and will provide positive outcomes for their development.

Vita et Pax Preparatory School is committed to creating and sustaining a learning environment that maintains respect and dignity for all. We value the diversity of our staff and students and work to provide a supportive environment in which the unique character of every individual is valued and celebrated.

This policy is written in accordance with the

- [SEND Code of practice: 0 to 25years \(Jan 2015\)](#)
- [The Special Educational Needs and Disability Regulations 2014](#)

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 impairments and will also consider pupils who are carers of disabled parents.

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 e.g. hearing, vision
- 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 adjustment to avoid putting 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.

Children with health needs who cannot attend school

Parents contact the main office to provide information regarding any period of time that a child is unable to attend school.

Teachers are informed and provide parents with suitably challenging work and sources of instruction to allow the child to remain on par with their peers. Teachers will regularly check the work being undertaken and revise the provision to match the achievement needs.

On return to school there is 1 to 1 provision made for students to help them adjust to the workload.

Accessibility plan of site: Physical environment

Present situation

- Dropped kerb at main pupil entrance allows for access
- Ground floor disabled toilet
- Provision of medical room for unwell children
- Door access points account for width regulations regarding disabled access

Accessibility plan focus 2019-2021

Physical accessibility

- Layout and location of classrooms must be addressed on a needs basis. *Timescale as and when class sizes change.*
- Proposed ramp access to front of the building – *Summer 2021 no immediate need*

School understanding of accessibility

- Display inclusive posters of disabled adults and children around the school *Timescale – by end of April 2020*

Visual accessibility

- *Manage lighting within classroom to ensure brightness - Completed*

Auditory Accessibility

- Manage layout of classroom to ensure student is at front of the room - *Ongoing*
- Teachers to manage noise levels in classroom - *Ongoing*
- Student to be provided with visual representations as well as repeats of stated information - *Ongoing*

SEN lead will regularly meet with parents and external professionals to review how child's needs can be further met.

Examples of current school provision

- Accessible storage
- Accessible displays in some areas
- Large computer screens available
- Sloping boards
- Colour overlays
- Differentiation: Work is differentiated according to ability & 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 adjustments
- 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

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 school 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/>

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