

Winchelsea



All Individuals Matter

WINCHELSEA PRIMARY SCHOOL
RUSKINGTON

ACCESSIBILITY POLICY

Part 1: Introduction

Winchelsea is committed to the fair and equal treatment of all individuals regardless of disablement and welcomes applications from people with disabilities to join the Winchelsea community.

The school building has been modified to have provision and accessibility for people with disabilities so that they may be integrated fully into school life. The curriculum will be designed so that it may be delivered to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.

Throughout this policy, the term “parents” means all those having parental responsibility for a child.

Part 2: Aims

The aim of this policy is to ensure that:

- 2.1 Applications for admission from all potential pupils are considered in line with the published admission arrangements;
- 2.2 Applications for employment are considered and assessed on the basis of the applicants’ aptitudes, abilities and qualifications;
- 2.3 Disabled staff and pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the school;
- 2.4 The views of individual pupils or staff are taken into account at all times when their requirements are being assessed;
- 2.5 All pupils are fully integrated into the school and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment;
- 2.6 Staff working with disabled people, either as colleagues or as pupils, have appropriate information, support and training;
- 2.7 The school takes steps to enable staff and pupils who become disabled during their time at the school to continue in their chosen career or studies as far as is practicable;
- 2.8 Disabled members of the public can fully participate in public events held within school;
- 2.9 So far as is reasonably practicable, the school premises are accessible and safe for disabled people; and
- 2.10 No disabled pupil or staff member will be treated less favourably as a result of their disability.

Part 3: Implementation

The Head will be responsible for ensuring that staff and parents are made aware of this policy and ensures that its contents are implemented.

Part 4: Disability Code of Practice

4.1 Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for pupils and staff with disabilities will be carefully planned and published.

4.2 Pupils

Applications will be considered in line with the published admission arrangements for all pupils. An applicant's disability will not prevent him/her from being offered a place and integrated into the school unless:-

- the content, structure and delivery of the curriculum are such that the pupil would be prevented from fulfilling a major part of it; or
- the school would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met.

The school will aim to provide pupils with a disability with the appropriate support to enable them to be fully integrated. The school will not treat a pupil with a disability less favourably than any other pupil and will make reasonable adjustments to ensure the full participation and integration of disabled pupils.

As far as resources allow, the needs of disabled pupils will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled pupil cannot fully participate, alternative provision will be made.

Pupils with a disability or who become disabled whilst studying at the school will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO and an Individual Education Plan drawn up on an annual basis.

The school recognises that special arrangements may be required to enable pupils with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such pupils to perform to the best of their ability by meeting their individual needs.

Pupils and parents will be made fully aware of the process for making special arrangements for assessments by the SENCO in liaison with the Head teacher.

4.3 Staff

Wherever practicable, the school will:-

- consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Disability Discrimination Act (1995) and any future revisions;

- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school at the discretion of the Head teacher and Governing Body, dependant on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

The school will endeavour to make any reasonable adjustments to enable the employee to continue in post. Options might include:-

- continuing in the same post;
- a gradual or phased return to work;
- a reduction in hours;
- redeployment;
- premature retirement on grounds of incapacity;
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration will be given to the selection of the most appropriate option(s).

The school will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

The school will ensure that a programme of training is offered to staff to increase their awareness of pupils with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled pupils have equal access to the curriculum.

Part 5: Monitoring, Evaluation and Review

A review of the implementation and effectiveness of the school's policy and Code of Practice will be carried out every three years.

Signed: _____
Chair of Governors

Dated: _____