



# Bicker Preparatory School and Early Years

## Disability and Access Policy

### **Purpose and Vision**

Bicker Prep School has high expectations for its disabled pupils and a commitment to pupils' full participation in school activities and the school community. In planning and teaching the Foundation Stage and National Curriculum, teachers have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

### **At Bicker Preparatory School it is our intention to:**

- be sensitive to the needs of every child
- reduce barriers to learning in every area of school life
- ensure the curriculum is accessible to every student
- keep equality of opportunity at the core of our practice
- have regard to any guidance from the Department for Education as may be in force and amended from time to time

### **We believe this policy relates to the following legislation:**

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years.
- Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

### **The Schools Duty**

Our school has three key duties towards disabled pupils, under part 4 of the DDA

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage
- To plan to increase access for disabled pupils: see accessibility plan

### **The Schools Plan**

This plan sets out the proposals of the school to increase access to education for disabled pupils in three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils would be able to participate in the curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Our School has a Disability and Accessibility Plan which takes account of all disabled people; pupils, staff, parents and visitors. Reference is therefore generally made to disabled people and not disabled pupils, unless there is a need to identify a particular group.

### **Current Facilities**

- The school currently caters for children with a variety of needs including speech and language difficulties, dyslexia and medical needs.
- The school has wide doorways to accommodate an adult wheelchair, a ramped entrance and is all on one level.
- Pathways of travel around the school site are safe and school gates and doors are closed and locked.
- The Foundation Stage play area is sited to the rear of the building away from parked cars and the public.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the need for a visual alarm should the need arise.

- Space for quiet work and small group work has been extended with the addition of the garden cabin (Reception Classroom) /Front Reception and office area together with enhanced T.A. provision.
- Furniture and equipment are selected as standard, age-related as appropriate.
- All pupils are supported to take part in the full curriculum.
- School visits are accessible to all children.
- Teachers and teaching assistants access regular and appropriate training to support specific needs. Teachers work closely with TAs to address pupils' ASP targets and liaise with parents and support services.
- Lessons provide opportunities for all to succeed through inclusive differentiated planning and the adoption of a variety of different teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties eg. Dyslexia are given printed copies of texts and information.
- The SENCO works with teachers and parents to ensure that children with English as an additional language (EAL) receive appropriate support and the opportunity to develop their language skills and increase access to the curriculum.
- Children with medical needs are recorded in the class register and a register of children with medical needs. Individual Health Care Plans are kept in the school office.
- Clear policies set out the guidelines for the administration of medicines.
- Information relating to children with allergies is shared with the School Meals Assistant.
- Medicines/epipens are always taken on school trips or outings (even within the village eg. The playing field).
- The School Council and allocation of Playground Buddies ensures that pupils are closely involved in decisions made and support given within school.

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

In determining what is reasonable the school will have regard to:

- 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 Plan, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils

## **Role of the Management Team**

The Management Team has:

- appointed a member of staff to be responsible for special educational needs and disabilities (SENCo);
- delegated powers and responsibilities to the Headteacher to ensure all school staff and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to: discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services

The school has:

- a responsibility not to treat disabled pupils less favourably
- a duty to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility endorse the key principles in the National Curriculum 2014 framework which underpins the development of a more inclusive curriculum by:
  - setting suitable learning challenges
  - responding to pupil's diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils
  - responsibility for ensuring that the school complies with all equalities legislation;

## **Role of the Headteacher**

The Headteacher will:

- work closely with the staff and Management Team;
- in conjunction with the Management Team devise a three yearly accessibility plan;
- oversee the implementation of the policy and Plan;
- annually review and adjust the Accessibility Plan and update the policy as required;
- organise ongoing awareness raising and training for school staff and Management Team in the matter of disability discrimination;
- ensure all school staff, pupils and parents are aware of and comply with this policy;
- report to the Management Team on the procedures in place for school staff with disabilities;
- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy by monitoring the:
  - physical environment of the school
  - provision of information
  - delivery of the curriculum by: → monitoring learning and teaching through observing lessons → monitoring planning and assessment → speaking with pupils, school staff and parents

### **Identifying the Needs of Pupils:**

Parents, carers and teachers work together to identify and provide for the needs of individual pupils, as outlined in Tapestry Assessments, pupil profiles and Additional Support Plans. This process is managed by the SENCO/Headteacher in conjunction with the staff and Management Team.

Parents or guardians of children with disabilities or special educational needs are expected to notify them to the school at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised. Parents are requested to include details of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School. Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or an Education and Healthcare Plan (if applicable).

Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admissions process and what reasonable adjustments, if any, can be made at Bicker to support the child's future education should an offer of a place be made. As part of the admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments, if any, can be made to facilitate this. In determining this, the school may request further information, such as a medical certificate or additional assessments, that the School considers necessary to make a fair assessment.

If, after consultation, the school decides that it is unable to adequately cater for the needs of a particular child, Bicker Preparatory School will be unable to offer that child a place and parents will be informed why an offer will not be made. Given that most pupils enter Bicker Prep in the Nursery and stay for the whole of their primary education it is possible that during this time a pupil may become disabled or his or her special educational needs may first be identified, or become more serious.

Continuing communication between parents and staff is vital and the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow a disabled child to continue at the School. Should a child fail to thrive at school, despite support in class, and, if necessary, additional specialist teaching, the parents will be advised on the appropriate assessment process for their child.

Parents may have to pay for private external assessment and any subsequent recommended intervention necessary to support the particular needs of their children. Extra provision not met through an Education and Healthcare Plan (or where funding is subsequently withdrawn) may have to be met by the child's parents or guardians, in addition to fees, subject always to the School complying with its obligations under the Equality Act 2010.

If, after reasonable adjustments have been made, the school is unable to adequately cater for and meet the needs of a disabled pupil and the School can no longer provide an environment suitable for the student to participate and thrive, the Headteacher and Principal may request parents to withdraw their child.

The Headteacher will consult with parents and where appropriate Bicker will request and support the move of the student to another educational establishment. At all times, Bicker Preparatory School will take full account of:

- specific impairments
- pupil and parental views
- advice from teachers
- advice from other designated professionals

### **Forward Planning**

See 3 Year Disability and Access Plan

## **Definition of Disability, as amended by the Equality Act 2010**

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- \* Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- \* HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- \* Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- \* People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- \* The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- \* Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- \* If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- \* Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception

to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

For example:

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects. Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

#### Definition of Special Education Needs

A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child or young person has a learning difficulty if they have significantly greater difficulty in learning than the majority of children and young people of the same age.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Written by Mrs J Miles Head Teacher      September 2015      Reviewed September 2019

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