



HARVINGTON PREP SCHOOL

DISABILITY POLICY, ACCESSIBILITY & 3 YEAR PLAN ***November 2020 – October 2023***

Harvington Prep School is committed to complying with the Disability Discrimination Act 1995, Special EDUCATIONAL Needs and Disability Act, and the Human Rights Act 1998, The Equality Act 2010.

For the purpose of this policy, the term ‘disability’ has the same meaning as that given in the DDA and SENDA:

‘a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.’

In recognition of evolving case law, this includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, seen and unseen physical disability, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue and a past history of disability.

PREFACE:

Harvington Prep School is committed to complying with the Equality Act 2010 Special EDUCATIONAL Needs and Disability Act (SENDA) and Human Rights Act 1998 and the Equality Act 2010 by:

- Maximising accessibility to the school’s services and activities for staff, students, their families, governors, visitors, and prospective staff and students with disabilities, and to ensure that no-one is treated *less favourably* on the ground of disability.
- Developing a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss reasonable adjustments in order to promote equal participation in the school’s services and activities. In adherence to the Data Protection Act 1998 (DPA 1998), such information will be passed on only with consent and where there is a legitimate reason to do so.
- Reviewing, monitoring and revising, as appropriate, all school systems, procedures, facilities, services and buildings in compliance with the DDA and SENDA in addition to the Human Rights Act 1998 (HRA), which includes the right not to be denied access to education.
- Creating, maintaining and disseminating information about services, support and facilities for staff, students, their families, governors, visitors and prospective staff and students with disabilities.

AIMS:

Equality is the core value that underpins teaching and learning and all the activities throughout Harvington Prep School. We are committed to the equitable provision of education and support services to all students whatever their individual differences. We will be proactive in our response to disability issues by:

- Progressively removing barriers affecting students and staff with disabilities;
- Ensuring that students with identified disabilities are given appropriate guidance on application and agreed help and support on arrival and thereafter;
- Ensuring that students and staff whose disabilities are identified after arrival are given advice on their disability assessment, and help and support on diagnosis within available resources;
- Setting targets (annual and shorter term) for action;
- Ensuring that disability is subject to periodic review and evaluation based on accurate data, and on best practice;
- Communicating the disability policy clearly to all concerned, and ensuring that issues are high on the agenda of staff discussions and INSET;
- Working with all students through our pastoral care system and PSHCE programme to raise awareness, to inform, to challenge, and to provide opportunities for discussion about disability;
- Involving disabled students and their families in the planning, monitoring and evaluation of services;
- Ensuring that there is congruence with other related school policies

Children with disabilities

If children have disabilities we are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school meets the requirements of the amended *Disability Discrimination Act* that came into effect in September 2002 and Schedule 10 of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources, that allows disabled children access to all areas of learning.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers will ensure that the work undertaken by disabled children:

- **takes account of their pace of learning and the equipment they use;**

- **takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;**
- **is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;**
- **allows opportunities for them to take part in educational visits and other activities linked to their studies;**
- **uses assessment techniques that reflect their individual needs and abilities.**

HARVINGTON PREP SCHOOL ACCESSIBILITY & 3 YEAR PLAN:

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. It meets the requirements of Schedule 10 of the Equality Act 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to- day activities”. (DfES/0462/2002)

Aims

The school aims to be as inclusive as possible and is committed to a programme of improvements to enable access for all children to all areas of the curriculum.

Principles

Compliance with the DDA is consistent with Harvington Prep School’s aims and equal opportunities and the operation of the school’s policies. Harvington Prep School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Harvington Prep School accepts children at any age between rising three years and eleven years. All reasonable provision within the school’s means will be made to be inclusive. The buildings and the curriculum will be assessed and adapted where reasonably possible to meet the needs of all children. (See Accessibility Statement below).

Children, who have previously attended another school, or playgroup, will normally be required to provide a report from their previous establishment.

As part of the admissions process parents are asked, “Does your child have any special dietary, medical; physical or educational needs?” (Shown on the Form of Registration). A positive answer to this question is the starting point for discussions between the school and the parents as to how the child’s needs may be met which might include toileting of a child.

Harvington Prep School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Harvington Prep School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the development of a more inclusive curriculum by:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils such as not allowing bottles and dummies on school premises.

Activity

a) Education & related activities

Harvington Prep School will continue to seek and follow the advice of specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The school will:

- Provide laptops: for a physical disability, the laptops will enable access to any electronic resources at ground floor level. Programs that are ability related will be made available to pupils with SEN
- A mobile library will be available at ground floor level for pupils with physical disabilities; in addition, for pupils with SEN a reading scheme that is 'age appropriate' with age related material but at a simplified language level, will be provided.
- Any visual impairment needs will be assessed and larger print material and / or resources with braille will be made available
- PE provision and resources to be made and reasonable adjustments considered to include wheelchair in most sports
- School mini bus already fitted with wheelchair access
- PHSE celebration of sporting achievements for athletes with disabilities
- Teacher training will take place to accommodate the needs of such pupils
- Funding from a school budget will be made available

b) Physical environment

Harvington Prep School will take a realistic account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information

Harvington Prep School will make itself aware of local services for providing information in alternative formats when required or requested.

HARVINGTON PREP SCHOOL ACCESSIBILITY STATEMENT

This Plan will contribute to the review and revision of related school policies including the SDP

1 Introduction

- 1.1 The School is committed to a fair and equal treatment of all individuals regardless of disablement. It will welcome applications from people with disabilities to join the School community as children and staff.
- 1.2 The School has adequate provision on the ground floors and accessibility for people with disabilities so that they may be integrated fully into School Life. Given the number of stairs/levels and size of corridors it is not possible to have disabled people above the ground floor. A ramp is available for access into the gym and dining room.
- 1.3 The Early Years section has easy access for those in wheel chairs.

2 Access

- 2.1 Ramps are available at lower ground floor level because of the differences in floor levels to access the, front office, dining room and gymnasium.
- 2.2 Ambulant disabled WCs will be considered at the next major building works committee meeting in March 2022

To and within the building

- 2.3 DDA access to number 20 is via the main entrance steps with assistance from school staff and ramp. Exit will be undertaken by the same method. Mr Jan is trained in this exercise.
- 2.4 Once inside the building, the ground floor is accessible by means of ramps to various areas.
- 2.5 Provision has been made and an external entry phone button has been installed at pavement level into reception.
- 2.6 It is not possible to provide wheel chair access to the first and second floors. However, should the school have a pupil or staff member who is a wheelchair user or mobility issues, the school would change the current designated use of the rooms that would need to be accessed by these users to ensure that these are re-located in areas that are easily accessible.
- 2.7 In the case of a fire alarm any person on the premises who are wheelchair users will be evacuated with the assistance of more than one member of staff, as appropriate according to the individual needs of that person. Staff members will continue to be trained in sufficient numbers to cover any sickness or absenteeism.

3 Aims

- 3.1 The aims of this statement are to ensure that:

- i. Applications for admission from all potential children are considered in line with the published admission arrangements;
- ii. Applications for employment are considered and assessed on the basis of the applicants aptitudes, abilities and qualifications;
- iii. Disabled staff and children have access to the appropriate support and adaptations to enable them to be fully included in the life of the School.
- iv. The views of individual children and staff are taken into account at all times when their requirements are being assessed;
- v. All children are fully integrated into the School and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment;
- vi. Staff working with disabled people, either as colleagues or as children, have appropriate information, support and training;
- vii. The school takes steps to enable staff and children who become disabled during their time at the School to continue their chosen carer or course of study as far as is practicable;
- viii. Disabled members of the public can fully participate in public events held at within the main School;
- ix. So far as is practicable, the School premises are accessible and safe for disabled people except for the areas mentioned above; and
- x. No disabled student or staff member is treated less favourably as a result of their disability.

4 Implementation

- 4.1 The Special Educational Needs Co-ordinator (SENCO) will be responsible for ensuring that staff and parents are made aware of this policy and statement and that the Disability Code of Practice set out below is followed. (Throughout this statement, the term “parents” means all those having parental responsibility for a child).
- 4.2 The Headmistress will have overall responsibility for ensuring that this policy statement is implemented.

5 Disability Code of Practice

Environment

- 5.1 All future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.
- 5.2 Evacuation and critical incident procedures and escape routes for children and staff with disabilities will be carefully planned and published.

Children

- 5.3 Applications will be considered in line with the published admission arrangements for all children. An applicant’s disability will not prevent him/her from being offered a place and integrated into the school unless:
 - i. The content, structure, delivery of the curriculum are such that the child would be prevented from fulfilling a major part of it; or
 - ii. The School would be unable to provide suitably trained staff or facilities to allow the requirements of the school’s curriculum to be met.

- 5.4 The School will aim to provide children with the appropriate support to enable them to be fully integrated. The School will not treat a child with a disability less favourably than any other child and will make reasonable adjustments to ensure the full participation and integration of disabled children.
- 5.5 As far as resources will allow, the needs of disabled children will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organized in such a way that a disabled child cannot fully participate, alternative provision will be made.
- 5.6 Children with a disability or who have 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 a termly basis.
- 5.7 The School recognizes that special arrangements may be required to enable children with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such children to perform to the best of their ability by meeting their individual needs.

Staff

- 5.8 Wherever applicable the School will:
- i. Consider and seek to employ disabled people in jobs suited to their aptitude, abilities and qualifications in line with the Disability Discrimination Act (1995) (see References section below).
 - ii. Ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications
 - iii. Ensure that disabled employees are not disadvantaged when renewal of fixed-term contracts is being considered.
- 5.9 Members of staff who become disabled, so far as is practicable, would continue to remain employed by the School at the discretion of the Governing Body, dependant on their ability to carry out the duties of their post. Help from related professional organizations 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.
- 5.10 The School will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:
- i. Continuing in the same post
 - ii. A gradual return to work
 - iii. A reduction in hours
 - iv. Redeployment
 - v. Premature retirement on grounds of incapacity
 - vi. Termination of employment
- 5.11 In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration would be given to selection of the most appropriate option(s).

5.12 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.

5.13 The School will ensure that a programme of training is offered to staff to increase their awareness of children 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 children have equal access to the curriculum.

6 Monitoring, Evaluation and Review

6.1 The School will review this policy and statement at least every two years and assess its implementation and effectiveness.

References

The Disability Discrimination Act (1995) states that an employer must make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

- i. Adaptations to premises
- ii. Re-allocation some duties
- iii. Altering hours
- iv. Finding alternative accommodation
- v. Rehabilitation Leave
- vi. Training
- vii. Modifying equipment
- viii. Modifying instructions or manuals
- ix. Modifying assessment or testing procedures
- x. Providing a reader or interpreter
- xi. Providing supervision

Further information can be obtained from:

- i. The “Code of Practice for Schools’ (Disability Discrimination Act 1995: Part 4)
- ii. The Employment Service
- iii. The Disability Rights Commission ([www.drc.org/drc/RightsAnd Requirements](http://www.drc.org/drc/RightsAndRequirements)).
- iv. Schedule 10 of the Equality Act 2010

TIME SCALES:

Upon acceptance of a pupil with SEND:

WHAT	WHEN	WITH WHOM	REVIEW	MONITOR
Meeting with parents	Upon receipt of application	Senco; head; form teacher; parents; pupil (if appropriate) LEA / external agency (if appropriate) to draw an Action Plan	Half termly by the Head, Senco, from teacher and parents and pupil	Chair of governors

Re-site classroom downstairs if wheelchair access	Within 2 weeks of acceptance	Site Manager		Chair of governors
Ramp for wheelchair access to all areas on ground floor	Immediately available	Premises Manager, Mr Jan	Half termly by the Head, premises manager senco, from teacher and parents and pupil	Chair of governors
Mobile Library – appropriate resources	Within 2 weeks of joining	Senco; form teacher; librarian	Termly for new resources	Chair of governors
Laptops	Available immediately	IT technician; senco; form teacher	termly	Chair of governors

3 YEAR SENDA PLAN *November 2020 – October 2023*

	DEVELOPMENT AREA and ACTION NECESSARY	TIMESCALE	PROGRESS
SHORT TERM	<ul style="list-style-type: none"> Undertake an audit of external areas of the school buildings incl: walkways, pathways, and front and rear yards 	Spring term 2021	
MEDIUM TERM	<ul style="list-style-type: none"> Bursar and Health and Safety Governor to draw up a plan (including cost implications) for <ul style="list-style-type: none"> improving wheelchair access into school (all three entrances) 	Autumn Term 2021	
LONG TERM	<ul style="list-style-type: none"> Carry out necessary work Audit the inside of the building and plan changes required 	Autumn 2022	

SECTION 2: CURRICULUM ACCESS

	DEVELOPMENT AREA and ACTION NECESSARY	TIMESCALE	PROGRESS
SHORT TERM	<ul style="list-style-type: none"> Ensure all IEPs are reviewed regularly in line with Policies Ensure all Care Plans are updated and all staff are aware of any changes 	On-going	
MEDIUM TERM	<ul style="list-style-type: none"> Undertake an audit of all current resources across the whole school that support children with SEND such any kinaesthetic and audio and visual learning Brainstorm a list of further resources with staff and with bursar 	Autumn Term 2021 Ongoing	

LONG TERM	Plan with premises manager and SENCO a multi sensory garden	Spring 2022	
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SECTION 3: WORKING WITH OTHER AGENCIES

	DEVELOPMENT AREA and ACTION NECESSARY	TIMESCALE	PROGRESS
SHORT TERM	<ul style="list-style-type: none"> • Attend SEND update meetings (EYFS and School) 	Spring Term 2022	
MEDIUM TERM	<ul style="list-style-type: none"> • Contact Education Authority for support and guidance in implementing new statutory Requirements • Provide INSET for staff on new EHCs (Education and Health Care Plans) 	Autumn Term 2022	
LONG TERM	<ul style="list-style-type: none"> • Develop links with Outside Agencies, incl; <ul style="list-style-type: none"> ➤ Children's centres ➤ Health visitors ➤ GPs and other Health Care Professionals ➤ Inclusion Support Team • Provide appropriate INSET 	On-going	