

## Disability Statement

This policy reflects the importance Shiphay Learning Academy puts on the inclusion of all disabled members of the school community. The basic requirement for schools when carrying out their functions is to have due regard to the following aims of the policy to:



- Promote equality of opportunity between Disabled People and non-Disabled People.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate harassment of Disabled People that is related to their impairment.
- Promote positive attitudes towards Disabled People.
- Encourage participation by Disabled People in public life.
- Take steps to meet Disabled People's needs, even if this requires more favourable treatment.

### **School's Disabled Accessibility**

The Disability Discrimination Act (DDA) covers many areas of everyday life, including education and access to goods and services. The provisions in the DDA to do with schools relate to disabled pupils and their parents and carers. At Horn Park we strive to make reasonable adjustments to procedures and policies.

### **Location**

The school is situated within Shiphay, Torquay and is not on a road with a steep gradient. The nearest mainline Railway Station is Torre and there are two bus stops within 100m of the school. Classrooms are spread mostly across the ground floor and access down to the Edwards Building can be achieved via a lift. There is no easy disabled access to a couple of first floor rooms in our Early Years Centre.

### **Parking**

This venue does have its own car park with a tarmac surface. This may be used as a designated drop off point or alternatively for longer stay visits disabled car parking spaces are available.

### **Access to the main entrance**

All main doors are double width and automatic with a flat access.

### **Inside Access**

At present, there is not a hearing assistance system and the lighting levels are varied. Motorised scooters are allowed in public parts of the venue, and scooters and wheelchairs can be charged inside the school building.

### **Accessible toilet**

There are accessible toilets in all areas of the school that are designated for public use.

### **How we meet the Needs of Disabled Adults and Children**

- Through our Core Values.
- Our school community has high expectations, both in terms of achievement and behaviour, and everyone is expected to do their best and to use their special gifts and talents, at their own particular level.
- All members of the school community and the contributions they make to the school are greatly valued. The Core Value of Respecting, which includes courtesy and politeness, is expected at all times, and people are always acknowledged and thanked for what they do.

- The recruitment, development and retention of disabled employees when they are determined to be able to fulfil the needs of pupils to the highest level. At recruitment, staff are asked to disclose details of any disability on the confidential pre-employment form. Screening is then undertaken and a fitness for work grading given.
- Staff are aware of how and with whom to raise personal issues during the school year via their Team Leader in the first instance.
- Staff are consulted as to whether there are any new circumstances that they would like to disclose at Appraisal reviews.
- Staff Meetings provide a forum for further discussion on disability issues.
- Our SENCo, Learning Mentor and Headteacher champion the needs of all pupils and adults with a disability.
- Our Inclusion Team supports the needs of the disabled as well as others needing additional support.
- The school is aware of the 'Access to work' scheme and other policies and schemes, which may be relevant for disabled staff.
- Governors will be asked when they take up their posts whether there are any disabilities that they wish to disclose in order that the school may make reasonable adjustments necessary.
- The SENCo will hold a confidential register of all school users with disabilities. The numbers of disabled children and adults and trends over time will be analysed annual at a Children and Families Committee meeting and any actions taken.

### **Educational opportunities available to, and achievements of, disabled pupils**

- In pre-transfer meetings parents are consulted as to how their child's needs can be best met.
- Nursery and Reception visits and transition meetings with the Headteacher for all inwardly mobile children, ensure details of children's disabilities are discussed.
- Detailed transfer programmes are drawn up in consultation with parents, teaching staff from both schools and outside agencies where applicable (for example for those children with statements of educational need or medical conditions).
- Photographs and details of disabled children with significant needs are displayed in several key areas for all appropriate adults working in school.
- The school's list of children with special educational needs records the number of children in each category of need. The names of those children not at School Action or School Action Plus phase or who have a statement of educational need, but who are/or have been of concern for any reason, are listed for all staff in each year group within our Sensitive Registers.
- Details of particular, non-confidential, day to day needs are kept in classrooms. For example, children with medical needs such as allergies, and children who wear glasses. This is to ensure they can provide appropriate educational opportunities and any additional support for the identified children.
- All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style. For example, picture enhanced communication methods such as visual time-tables for those with language difficulties.
- Short-term planning indicates those children with particular needs and the type of teaching method to be employed.
- Reasonable adjustments are made to the timetable when required for instance reduced hours, rest periods in the day or phased returns after absence.
- The school's pupil tracking system monitors the attainment of all children and individual targets are set in response.
- The SENCO and staff, review the progress of those children with special needs and Provision Maps or Pastoral Support Plans are drawn up in consultation with pupil, parent or carer and outside agencies if appropriate.
- The emotional care of all pupils is high priority in school and developed through classroom circle times, our PSHE curriculum and our RE curriculum. Classroom initiatives like "Worry Boxes" or similar, self-esteem questionnaires and conferencing allow children to communicate any concerns and interventions to foster issues such as self-esteem.
- Anger management and conflict resolution support is available through our Inclusion Team.

- Children who are socially vulnerable are noted for extra care from staff at break times and alternative activities can be arranged. Peer Mediators and Play Leaders help to include all children at playtimes.
- Children with disabilities are able to access special arrangements for SAT tests, should they meet the statutory criteria to qualify for extra time, a reader or a scribe. Children are given support beforehand so that they are able to take full advantage of these arrangements.
- The school promotes and monitors access for children with disabilities on all school visits, social events and residential trips.
- Individual risk assessments are compiled to facilitate positive inclusion. Children with disabilities are encouraged to put themselves forward for positions of responsibility like the Pupil and Eco Councils.
- Intervention programmes, extra supported visits and informal liaison meetings are arranged to foster successful transfer to secondary school and other establishments.
- The school monitors the number of children with disabilities accessing school clubs and actively promotes the inclusion of children in clubs both in and out of school. For example, parents, carers or family members are offered the opportunity to go with their child to clubs or to ask for the support of an adult in school or a "buddy" to help their child settle in the club. Reasonable adjustments are made to which year group may attend a certain activity.
- Parents can request staff support in finding links to other families who may be involved in clubs outside school that would benefit pupils with disabilities.
- Pupils with disabilities are offered especially planned opportunities to meet their needs.
- Feedback from parents on the success of the above is sought from pupils, parents and carers both verbally and in the form of questionnaires or similar.
- Children with disabilities are asked to identify what they have found to be potential barriers to their learning. These issues will be analysed and relevant changes planned.

### **Information on other disabled people using our services**

This policy is published on the school website after discussion with staff and governors.

In order to identify disabled users, disclosure is required in order that any reasonable adjustments can be made. Our questionnaires and Disability Equality Scheme form part of our induction for new parents and staff. All users are reassured of complete confidentiality. Details of disabled users will only be shared on a "need to know" basis.

### **How the impact of this policy will be assessed**

All planning will be examined in the light of the Duty and the possible implications for disabled adults and children. Necessary alterations or actions will be initiated as a result. Feedback from disabled children and adults will be sought and taken into account when reviewing the policy.

### **Review**

This Policy is reviewed regularly in accordance with the programme for policy review in the Annual Document Planner of the Children and Families Committee of the Governing Body. In addition, the needs of disabled children and adults are considered as part of any new building work or renovations.