

## Disability Equality Scheme and Accessibility Plan

### Beliefs and Values

At South Kilworth Church of England Primary School all children are valued equally. We aim to establish a happy, caring atmosphere in which each child will have the opportunity to flourish, - developing their own personality, talents and aptitudes. We believe that learning should be stimulating, offering appropriate, quality learning through challenging experiences for all children whatever their ability, aptitude or background. We aim to meet the diverse needs of all our learners and overcome any potential barriers to learning. Through careful assessment each child will be encouraged to achieve the highest possible standard in all aspects of their development and to reflect on their own personal achievements.

Children are encouraged to respect each other's needs and to care for each other. Each child is given opportunities to develop independence, to work with other children, to participate in team work and to develop appropriate, caring social skills. Children are encouraged to reflect on their own behaviour and social skills. All adults in the school seek to offer each child appropriate care in all situations taking into account each child's individual needs.

Each child is expected to respect:

- themselves
- each other
- all adults
- their community
- other communities
- their environment; and
- their world.

Parents are welcomed in their role as partners in the education of their children and their support is valued in fulfilling these aims.

Governors and staff continually review policy and practice, seeking to improve the school to ensure that a quality education in a caring environment is offered to all children.

South Kilworth C.E. Primary School is an inclusive school. All people are valued whatever their age; gender; disability; social class; religion; sexuality or race. Inclusion lies at the heart of our ethos and school aims. All are welcomed at our school and all are given the opportunity to participate in all school life.

- The school is committed to removing barriers in every area of school life for all members of the school community.

- The school is committed to giving all members of the school community every opportunity to achieve their potential.
- The school is committed to providing effective learning opportunities for all pupils by setting suitable learning challenges; responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils as detailed in the National Curriculum.
- The school recognises that this might mean doing things differently for some members of the school community to ensure equal outcomes.

## Consultation / Involvement

- All stakeholders will be given the opportunity to contribute to the development and acceptance of this scheme.
- The views of disabled people in the community will be actively sought in order to ensure the scheme is robust and worthy.
- The school will try to involve disabled people who see disability equality as a wider issue and can bring an understanding of the barriers in society for groups of disabled people, rather than just the effects of their own impairment to them.
- Consultation will take place with the parents and the wider village community.

## Information

- All information distributed to parents / carers will be made available in different formats by request such as, for example, large print; Braille; another language etc.
- The school will actively ensure its data on disabled people in the school community is comprehensive particularly with regard to the needs of pupils in effective participation and learning and with regard to the needs of parents / carers in their role in school life.
- The school will ensure that recruitment and selection procedures for staff always collect information on disability.
- The school will liaise with local authorities to ensure that all school admission enquiries and other communication collects information on the disability of pupils.
- The school will ask about any disability or health condition parents and carers might have in the first formal communication it has with them.
- For parents and carers of children already at the school information on disability will be collected during the annual data check.
- The school will collect the information on disability along with the medical data it collects annually for all pupils.
- All data will be subject to data protection laws.

## Access to the Curriculum

- The school will actively ensure that all pupils have access to all aspects of the curriculum, extra-curricular activities and wider school curriculum.
- The school will actively ensure that all pupils have access to all aspects of lessons by considering the needs of all learners, by considering necessary adoptions and by including all learning styles.

## Physical Environment

- The school will ensure that the physical environment of the school is accessible to all people.
- The school has a disabled toilet and entrances accessible to disabled people apart from upstairs to the offices. Currently the FS classroom is inaccessible but plans have been made to ensure access if required.
- The school will actively seek to meet the needs of any future member of the school community by putting in place a plan to make appropriate provision as soon as financially possible; e.g. an induction loop should it be required.

## Evaluation

- The governors will monitor the effect of policies and practices on the recruitment, development and retention of disabled employees.
- The governors will monitor the effect of policies and practices on the educational opportunities available to disabled pupils.
- The governors will monitor the effect of policies and practices on the achievements of disabled pupils.
- The governors will monitor the changing needs for reasonable adjustment in the physical environment.

## Review and Revision

- This policy will be reviewed as part of our rolling cycle of policy review.
- The policy and plan will be revised if necessary following consultation with involved parties.
- The policy and plan will be subject to revision, modification, extension should any need become apparent.
- The Governing Body will report on the scheme annually.

## Appendix – Definition of disability.

A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the affect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act - those with HIV, cancer, MS, and severe disfigurements.