



St Anthony's School

Policy No 12

Disability Access

Jan 2021

1. Introduction

St. Anthony's School has a duty under the Equality Act 2010:

Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Schools should not treat pupils who are disabled less favourably for a reason related to their disability.

They should make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage.

Schools should draw up plans to show how, over time, we will increase access to education for pupils who are disabled – in a Disability Access Plan.

This policy outlines the steps we will take to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

1. Increasing the extent to which pupils who are disabled can participate in the school curriculum;
2. Improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to pupils who are disabled. This policy should be read in conjunction with the School's Disability Access Plan.

2. What defines 'reasonable adjustments'?

In deciding what is reasonable the school will consider:

- 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 and Care Plan, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards.

3. Statement of Intent

St. Anthony's School is committed to implementing, reviewing, adapting and providing resources for the Disability Access Policy on a three year cycle. Regular disability Access Audits are undertaken as part of this process.

St Anthony's School is located on a single level, this gives easy access to classrooms and meeting rooms. We are able to provide an extensive curriculum to ensure that students with disability are as equally prepared for life as are the able bodied students. This covers teaching and learning and the wide curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

4. The St. Anthony's School Vision

Our aim is:

- To be sensitive to the needs of every child
- To reduce barriers to learning in every area of school life
- To ensure the curriculum is accessible to every student
- To ensure all children have opportunities within school
- To keep up to date and comply with any Department for Education's guidance.

5. What is a disability?

The Equality Act describes a person who is disabled as having

'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'.

Physical impairment may include mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment can cover neurological problems such as specific learning difficulties; autistic spectrum conditions, speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all pupils who have a learning difficulty or special educational need are classed as disabled.

6. Identifying Pupils Needs

Parents/carers, pupils and teachers will work together to identify and provide for children's individual needs. These needs will be recorded on Education, Health and Care Plans (EHC) and Individual Plans after meetings with the class teachers and sometimes the Assistant Head teacher or Head teacher. Parents/carers and pupil views will be at the centre of the planning process.

At the point of registration parents are asked to notify the school of any disabilities, special educational needs and medical needs their child may have. If a need arises after registration the school should be informed as soon as possible.

Parents will be asked to fill in a medical form to state whether any special circumstances relating to a child's health or disability may affect the child's ability to participate fully in school life. To support this, parents will be asked to share any relevant reports or notes from outside agencies e.g. Educational Psychologists.

In the event of a child failing to thrive in school, despite support from school and outside agencies such as Educational Psychologists, parents will be contacted to set up a meeting to discuss how the best ways to support their child.

If St. Anthony's School is unable to adequately cater for the child's needs or provide an environment that will allow them to achieve, the school will meet with parents to discuss placements which might be more suited to their child. The school will continue to do their absolute best until and if a more suitable placement is found.

Throughout this process St. Anthony's School will take full account of:

- Specific impairments
- Pupil and parent views
- Advice from teachers
- Advice from outside agencies such as Pupil and School Support.

St. Anthony's is also committed to improving the way information is delivered to pupils, parents and visitors with disabilities. Information that is normally provided in writing such as handouts, timetables and textbooks can be made more accessible by providing it in other formats such as:

- Large print
- Visual Communication system
- Visual timetables
- Task management boards
- Signage around school
- Lesson breakdown

7. Supporting The Curriculum

To support our pupils understanding of the curriculum we work with multi-agency partners:

- Social Workers
- Virtual School Kent - CiC
- NHS Speech and Language Therapists and Associate Practitioner
- Reading Doctor
- School Counsellor

We also have a range of in school alternative curriculum programmes which support young people who have difficulties in accessing their learning due to their social, emotional and mental health needs.

- Aromatherapy
- Art Interventions
- Indian Head Massage
- Drawing and Talking
- Boxing
- Forest School
- Horse riding
- Enrichment Programmes (DIY, Gardening, furniture restoration and Music)

All classes are supported by learning support assistants and the timetable is constructed to ensure that students have regular breaks and opportunities for fresh air and eating and drinking.

- Breakfast
- Fruit pots at break times
- Water throughout the day

Assistive Technology

There is a range of assistive technology available to use with children with special educational needs. This is always changing and technologies are quickly outdated. St. Anthony's are committed to researching and providing any additional and appropriate equipment (in terms of both hardware and software) if it is needed.

School Transport

Students who require transport to school apply through KCC the special educational needs panel. St Anthony's encourages independence and where possible students receive travel training and are encouraged to become independent travellers.

Medical Reasons

If a child cannot get to school due to medical reasons or health problems we would support the hospital school and would provide work for the child to complete.

8. Coordination and Implementation

This is the responsibility of the Head, the Assistant Head teachers, the Pastoral Manager and all teachers.

9. Responsibility

In order that St. Anthony's School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. These are outlined in the children's EHCPs which are written by school and parents and with input from appropriate outside agencies for example Occupational Therapy.

10. Concerns or complaints

St. Anthony's School has an internal complaints procedure which starts by asking parents to raise any concern with your child's class teacher, then the Assistant Heads. If the complaint remains unresolved then a meeting with the Head Teacher will be arranged. If the matter remains unresolved the complaints will then be looked at by the governing body.

Also available for support is Disabled Rights (www.gov.uk/rights-disabled-person/overview) or the Equality Advisory Support Service (Tel: 0808 800 0082) which provides a confidential help line and a conciliation service.

The School also recognises that disabled pupils or those with special educational needs may be at risk of being bullied. The School has a comprehensive Behaviour Policy which includes Anti-Bullying. This makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. A copy of this policy is available on the website.

The Disability Access policy has been agreed by Governors and is available on the school website. The Disability Access Policy will next be reviewed in January 2022.

The school will maintain the Accessibility Plan to ensure that current and future planning requirements are addressed. The Plan will be reviewed every term by the Senior Leadership Team and Governing Body on an annual basis.

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