

Disability Provision – Four Elms Primary School

Introduction

Four Elms Primary School welcomes its general responsibilities under the Disability Discrimination Act 2005 to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

School Ethos, Vision & Value

Four Elms Primary School is committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as 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'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access and provision of information to disabled pupils
- physical access

Reporting

We will review this Disability Equality Scheme annually. We will ensure that where possible, disabled people are involved in this process.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access And provision Of Information

Statement	Evidence	Action Required/ When?
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Records for individual and whole school training; CPD file.	Regular SEN Staff Meetings updating knowledge of learning styles. <i>Termly.</i> On-going CPD
Classrooms are optimally organised for disabled pupils	Classroom space has the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils. <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve, i.e. differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs. Buddying systems are in place with KS2 classes supporting reading in KS1.	Lesson Plans	Continue to implement personalised learning when appropriate. <i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances, trips etc.	<i>Continuous</i>
Staff recognise and plan for the additional time needed by some pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning Appropriate applications can be made for SATs - readers/scribes/extra time can be applied for.	<i>Continuous</i>
School visits are accessible to all pupils, regardless of attainment or impairment.	Educational Visits -consultations with parents as appropriate. Risk assessments include info re. Disabled pupils. H&S policy	<i>As need arises</i>
Raise children's awareness of attitudes to disability through SEAL and PHSE	Lessons planned to cover	<i>Continuous</i>

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Physical Access

Statement	Evidence	Action Required/ When?
Areas such as classrooms, central area, library and reception, are ground level. Playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school.	There are double doors or doors wide enough to accommodate a wheelchair. All KS2 classrooms which are on one level with doors exiting classrooms directly into playground in case of fire.	A portable ramp to be made available in Reception classroom to accommodate the step at exit door.
A disabled Toilet is available at Reception.	Installation of fully equipped disabled toilet.	<i>Complete</i>
Pathways around school are safe and level	Audited by H&S	<i>Ongoing</i>
To provide signage appropriate for visually impaired.	As and when signage is replaced	<i>Ongoing</i>
School decor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	As and when redecoration is required	When school is redecorated advice will be sought.
All areas are well lit	Audited by H&S	<i>Ongoing</i>
Reduce background noise for hearing impaired	All classes are fully carpeted in the main work/teaching area.	<i>Complete</i>