

EPPING UPLAND C of E PRIMARY SCHOOL
DISABILITY POLICY

Introduction – This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001.(SENDA) This policy has been amended in line with the advice in the SEN Code of Practice 2014.

Definition of Disability - as amended by the Equality Act 2010

“A person is disabled if they have a physical and/or mental impairment which has ‘a substantial and long term adverse effect on their ability to carry out normal day to day activities”

All schools have a duty to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans.

Key Objectives

At Epping Upland C of E Primary school we aim to reduce and where possible, eliminate barriers to accessing the curriculum and to facilitate full participation for all pupils.

Principles

- Compliance with the Equality Act 2010 is consistent with the school’s aims, ethos, equal opportunities policy and SEN policy. All schools have a duty to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans.
- The Accessibility Strategy for Essex schools can be found at <http://www.essexlocaloffer.org.uk/content/accessibility-strategy>
- The school will not discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services.
- The school will not treat disabled pupils less favourably.
- The school will take steps to avoid putting disabled pupils at a disadvantage.

Removing Barriers to Learning

1.School premises and equipment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the school site and premises. The enlargement of the school in 2013 has allowed for a fully accessible disabled toilet in the school building.

The school and playground are wheelchair accessible. (Facilities are currently appropriate for the school community).

2. Teaching, Learning and Assessment.

- The school will identify any child or parent who has specific needs that are not currently being provided for, eg. hearing impairment and will ensure that their needs are met. The school will monitor progress and will ask for feedback where appropriate.
- The school will ensure that all staff are aware of any disabilities that a child or parent might have and are that they are confident in being able to appropriately provide for either stakeholder.
- School teachers will liaise with the head/deputy head/SENCO to ensure that appropriate equipment is available to all children, eg. enlarged keyboard, coloured overlays, writing slope.
- The school will ensure that staff are appropriately trained to work with disabled children, eg. understand how to use PECs.
- The school will continue to work to provide appropriate information when standard means of written communication are inappropriate, eg. a phone call home to parents with low literacy skills.
- Parents and carers are able to contact class teachers through the school office and directly at the end of the school day .
- Children have the right to participate in learning programs both designed as whole class and as individual plans.
- Children will be assessed in their progress to ensure that appropriate actions are taken in order to maintain the highest levels of achievement.
- The school will review budget allocations so that specific identified items may be purchased.

This policy was rewritten in July 2015 and will be reviewed annually.

This policy was reviewed October 2016.

