



Chancellor Park
Primary School
Disability Access
Policy

Disability Access Policy

This Policy applies to the EYFS, Main School and Out of School Care.

Aim

It is the overall aim of Chancellor Park Primary School to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies, and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010).

NB:A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).

Access to School

The school was founded in 2004 and is located in a suburban area. It was designed as a one storey building for all to access. Even with this taken into account, we try to make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.

A dedicated disabled parking bay is located in the front car park, with access available through the front double-doors.

Admissions

Parents/guardians of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school also expects all of its pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

Existing Pupils

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

Learning Difficulties

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a "special educational need". The school staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents/guardians will be notified if a screening test indicates that a pupil may have a learning difficulty. It will be the responsibility of the parent/guardian to arrange any formal assessments; the school can help with this process by recommending specialist help.

Withdrawal of a Pupil

If, following the process of consultation and the making of all reasonable adjustments, it is the professional judgement of the Head Teacher/Specialist Teacher Advise that the school cannot provide adequately for the pupil's disability or special educational needs, parents/guardians will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the school to assist in finding a suitable placement in another school.

Prospective Staff Members

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

Existing Staff Members

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

Reasonable Adjustments

The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil/staff member. Such adjustments may include (but not limited to):

- Installing ramps for easy access to additional buildings;
- Specialist seating or any other relevant classroom resources or equipment.

In defining what is reasonable, the school shall take into account:

- The cost and feasibility of making specific alterations to the school premises;
- Implications on financial resources and the likelihood of any external funding being available to offset this;
- Staffing requirements;
- Health and safety considerations;
- The interests of pupils, staff and visitors.

Personal Information

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (1998).

Application

Chancellor Park Primary School adopted this disability access policy in December 2020

Last Updated: December 2020

Appendix 1 – Disability Access Plan

One Year Plan – 2020/21

KEY ISSUE	ACTION	BY WHEN	RESPONSIBLE
Access to curriculum	All pupils have appropriate access to all areas of the curriculum Implement and deliver effective Learning Support Policy	On-going	All Staff
Classrooms	Some group rooms are smaller than others but larger spaces can be timetabled as required. Some lessons could be relocated to other rooms which may be more appropriate.	Ongoing	Class Teachers / SENCo / Specialist Teachers Advice
Playground	Invest in some sensory circuit resources to enable regulation and exercising for specific pupils as identified in EHCP	Spring/Summer 2021	SENCo
Stairs/Ramps	Survey of stairs/ramps to demountables to investigate provision (new demountable build 2015)	2014/2015	HT
Lavatory facilities	To clear the 2 nd disabled toilet due to increased need for changing facilities. Update intimate care training/care plans with support staff & parents	Spring 2021	HT
Specialist equipment	To ensure all specialist equipment lent to us by the specialist teacher team is maintained by staff and children. The SENCo to be the first point of call if there is a problem with the equipment and will contact the specialist teacher team or the occupational therapist. SENCo also to ensure that the equipment is moved up the school at the children's transition points and is secured properly in new classrooms.	Ongoing	SENCo