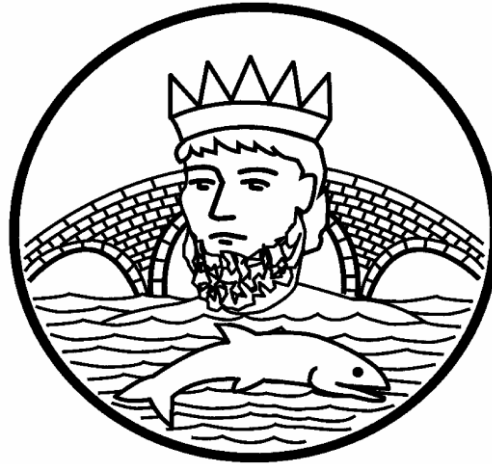


King Athelstan Primary School



Disability and Access Policy

King Athelstan Primary School - Inspiring Excellence

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to "dream big."

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school: Come as you are and leave us great.

Responsibility: Assistant Head (Inclusion Lead)

Date reviewed: October 2020

Next review date: October 2023

Definitions

The Equality Act (2010) considers a person to be disabled if they have a **physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.**

- 'substantial' is defined as "more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed"
- 'long-term' is defined as "12 months or more, e.g. a breathing condition that develops as a result of a lung infection"

People with progressive conditions may be considered disabled and there are special rules around recurring and fluctuating conditions.

According to the Special Educational Needs and Disability Code of Practice 2015:

"Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

- Special educational provision is defined as follows: "For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers."

Duties

In accordance with the Equality Act (2010), King Athelstan Primary School has a duty to make 'reasonable adjustments' to support persons with disabilities. This duty comprises three requirements:

1. To take reasonable steps to avoid persons with disabilities being placed at substantial disadvantage in comparison to those who are not disabled with regards to provision and practice. This may include, for example, providing information in an accessible format.
2. To take reasonable steps to avoid persons with disabilities being placed at substantial disadvantage in comparison to those who are not disabled by physical features in the environment. This references the design and construction of buildings, entry and exit points from buildings or any other fixtures, fittings, furnishings and equipment. It may involve removing, altering or providing a reasonable means of avoiding the physical feature in question.
3. To take reasonable steps to provide auxiliary aids where a person with disabilities would be put at a substantial disadvantage compared to those who are not disabled without access to this. This may include, for example, providing specialist seating or a portable induction loop.

Aims

We aim to treat every person as an individual, with needs which may differ from those of other people with a superficially similar disability, so we do not have a 'set procedure for visually impaired pupils', for example. Each person's needs are considered individually. For children with disabilities covered by the definition of Special Educational Needs above, their strengths, needs and support are captured in a SEND Support Plan which is reviewed termly by their class teacher, the Inclusion Team and the child's parents/carers. We do, however, take advice from Local Authority guidance documents as well as health and education services supporting the individual.

- We aim to be an inclusive school in respect of pupils, staff, parents and visitors.
- We actively seek to remove the barriers to learning and participation that disadvantage individual pupils or groups of pupils.
- We will work to ensure that all pupils have the same opportunities to benefit from a broad, balanced and relevant curriculum.
- We are determined that pupils with a disability will not, in principle, be treated less favourably as a result of their disability.
- We will make reasonable adjustments to ensure that a pupil or member of staff with disabilities is not disadvantaged.
- We will endeavour to anticipate the needs of pupils, staff or parents before they join the school.

King Athelstan is a two form entry primary school with a nursery, two-year-old provision and Specialist Resource Provision (SRP) supporting children with Social, Emotional and Mental Health (SEMH) needs. There is a Children's Centre on site.

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving this, within the limitations of the physical structure of the buildings and other resources.

We endeavour to make improvements wherever we can and whenever we can. The Governors and Headteacher will make provision, where possible, to meet the needs of individual children and adults. As a school, we are committed to improving access to those with disabilities and will do so as we make alterations to the school buildings or redecorate internally. We will seek advice from a range of agencies to support with this and if there is a need to provide resources of any kind in order to enable access to the building or the curriculum.

This document provides many of the key issues that have been addressed in order to improve disability access, followed in **green** by actions the school need to consider in future:

Key Issue	Provision	Responsible Person(s)
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<p>Access to the curriculum</p>	<p>All pupils have access to the curriculum at a level appropriate to them as well as access to offsite activities.</p> <p>Children with SEND may require differentiated access to the curriculum and offsite activities in line with their needs which is captured in their SEND Support Plan.</p>	<p>Headteacher/AHT (Inclusion)/Inclusion Team/Class teachers</p>
<p>Pathways</p>	<p>All pathways are of a flat surface usable by wheelchairs. The KS2 playground has been newly resurfaced. These are gritted in icy/snowy conditions.</p>	<p>Site Manager</p>
<p>Steps/stairs</p>	<p>A permanent ramp is provided at the vast majority of external doors.</p> <p>There is a lift from the lower floor to the upper floor.</p> <p>There is a low step into the Hogsmill external door. This could be replaced with a ramp should it be necessary.</p> <p>There are 2 steps from outside into one Reception class, however accessible ramps are available to the adjoining classroom and entrances. A ramp could be achieved in this location with significant changes to the outside area or the relocation of the external door to allow a ramp to run in the opposite direction.</p> <p>There is a single step into the classroom in the 3 EYFS classrooms from the lean to/wet area. This could be adapted into a ramp if required,</p>	<p>Headteacher</p>

	<p>however this may impact on the available classroom space.</p> <p>There is a small set of stairs from the upper corridor to the main toilets on the upper floor. A small lift could be installed to allow access however a disabled toilet is available on the same level as the classrooms.</p> <p>There is currently one step at the external entrance to the KS2 toilets. This will be removed in 2021 when the toilets are renovated.</p> <p><i>Should a user with special needs join the school the relevant classroom/ areas would be adapted to meet the needs of the individual, in line with reasonable adjustments, if required. In the event that a child's suffers an injury or has an operation that results in temporary changes around their access arrangements, the school implements a personal plan to meet their needs on a temporary basis, including fire procedures.</i></p>	
<p>Main entrance</p>	<p>The main entrance has a single glazed door which is visible from the reception desk in case of the need for assistance.</p> <p>In the entrance lobby there is a reception counter to facilitate a person in a wheelchair. The main disabled w/c is accessed from the main entrance lobby.</p> <p>Wide doors lead to the main school and for access to all school areas on the lower level.</p>	<p>Headteacher/ Site Manager</p>

Pupil entrances	All pupil entrances have 900mm access doors or double doors.	Site Manager
Toilet facilities	<p>There is one disabled w/c in the main reception and one on the upper floor - fully equipped with outward opening door, high level w/c, grab rails, special basin handles, pull cord alarm etc.</p> <p>A further disabled w/c is available in the Specialist Resource Provision, the Children's Centre and King Athelstan Centre.</p> <p>An additional disabled toilet is planned for a future build off the small hall to facilitate accessible independent hire of this section of the building.</p>	Headteacher/ Site Manager
Internal doors	<p>All internal doors to classrooms are of standard wheelchair access width. All doors to corridors and hall are either 1.5 or double doors.</p> <p>All door handles are of a height accessible for wheelchair users with the exception of the door leading from the downstairs corridor to nursery in order to prevent small children being able to get out of their learning area. If required, an alternative door entry solution could be installed in this location.</p>	Headteacher/ Site Manager
Classrooms	Classrooms have moderate space for wheel chair movement. The majority of sinks are accessible from wheelchair height. There are no distress alarms within the school for disabled use.	Headteacher/Inclusion Lead

	<i>Should a user with special needs join the school, the relevant classroom would be adapted to meet the needs of the individual, in line with reasonable adjustments, if required.</i>	
Hall	The hall is accessed by two double internal doors, one single door, (from kitchen) and two double external doors. There is no permanent stage or steps. There are 2 sets of double doors to the small hall. All external hall doors have ramp access.	Headteacher
Playground	Single level hard surface in KS1 and KS2. Level access in to the MUGA. Ramp access to King Athelstan Centre.	Headteacher

Health and Safety Arrangements for Disabled Pupils in School

The considerations outlined below are examples and provision will be considered on an individual basis, in accordance with needs and advice.

- Manual handling equipment including hoists may be required for pupils in wheelchairs or with severe mobility problems to assist with toileting and any other appropriate situations.
- Consideration may need to be given to the type of desk that the pupil has, in terms of height, for example.
- Where a child has a hearing impairment, visual alarms may need to be provided and linked into the fire alarm system.
- Where a child has a visual impairment, brail fire evacuation signage at child height may be required. Identification of an adult to act as the seeing companion, having in place an emergency evacuation plan and regular practice of the fire evacuation are all methods of addressing this.
- Risk assessments are undertaken for manual handling tasks undertaken by staff members, including those which involve moving people. Examples of such tasks include:
 - transferring a person from a wheelchair to another chair or toilet
 - assisting a pupil with a physiotherapy session
 - assisting persons with little or no mobility when they have fallen
 - manual handling tasks likely to occur during educational visits

There are a variety of measures that could be identified to reduce the risks of manual handling, including:

- A nappy changing facility at a height that enables staff to maintain safe working posture and with steps to support a child climbing onto it with minimum support.
- hoist(s) - important in reducing the manual handling required by staff and also improving the comfort and safety of the disabled person being moved
- 'sliding' sheets to assist with transfers
- a bed (preferably height adjustable) to enable staff to maintain safe working posture whilst assisting pupil/staff member with physiotherapy exercises
- emergency powered lifting cushion for use when a person falls
- training for staff assisting with manual handling (this is essential, not optional)
- wheelchair tray to assist pupil with eating lunch, reducing the need for the staff member to lean across to help
- more than one staff member to assist with a difficult task

This will, again, be assessed on a case by case basis.

Personal Emergency Evacuation Plans

Personal Emergency Evacuation Plans (PEEP) will be written for children or staff who may require additional assistance in the case of an evacuation in an emergency.

The PEEP is a short document which confirms these arrangements. The plan is 'person specific' thus focussing on the individual needs of that pupil or staff member and should include the following information:

- name of pupil/staff member;
- names of the team members allocated to assist the pupil/staff member in emergency evacuation situations;
- a school plan identifying the evacuation route(s) available to the pupil/staff member;
- method of evacuation, e.g. where use of an Evac chair is required to transfer the person from upper floor to ground level;
- if the use of Evac chairs is not appropriate for the person (e.g. because of a rare, complicated medical condition where use of the Evac chair would compromise the person's health) the plan will need to confirm whether places of refuge are to be used or a lift
- locations of refuge areas if these form part of the Plan; if there are no suitable places of refuge, this should be stated in the Plan;
- communication methods and relevant information, e.g. if walkie talkies are to be used, what channel they should be set to.

The PEEP is displayed in classrooms that the pupil uses, in the staff room and corridors, next to the fire alarm call points and general emergency evacuation signs. The plan should be regularly practised, and always followed during fire evacuation practices.

Group Emergency Evacuation Plans

Group Emergency Evacuation Plans (GEEP) will be written for occasions where large groups of children/adults are gathering in the school e.g. for a school concert or performance. The group emergency evacuation plan is a short document which confirms evacuation arrangements. The plan is 'group specific' thus focussing on the group's needs at the time of the gathering. The plan will be referred to prior to the event starting to ensure that everyone present is aware of the evacuation procedures.

Monitoring, evaluation and review

The policy will be reviewed annually and assess its implementation and effectiveness. The policy will be reviewed immediately should a user with special needs join the school. Individual SEND Support Plans will be reviewed termly to ensure provision remains appropriate.

Appendix 1

GEEP for school productions/assemblies to be announced prior to the event starting:

With usual stage arrangements at apparatus end of the hall during the day when all children are on site:

- Parents/carers exit by side doors into KS2 playground and assemble by the climbing frames on the brown safety surface and running track by the alleyway.
- Children exit through side doors and the small hall doors into KS1 playground, walking round to their normal evacuation point on the KS2 playground
- SLT to direct parents and carers taking with them the seating plan
- Class teachers to direct children.

With usual stage arrangements at apparatus end of the hall during the day when most children are off site (e.g. evening performance):

- Parents/carers exit by side doors into KS2 playground and assemble at the far end of the playground by the hill.
- Children exit through side doors and the small hall doors into KS1 playground, walking round to their normal evacuation point on the KS2 playground
- SLT to direct parents and carers taking with them the seating plan
- Class teachers to direct children.

With usual assembly arrangements with parents and carers seated at the rear of the hall:

- FS, KS1 exit through the hall doors and out through the Hogsmill doors
- KS2 children to exit through side hall doors into KS2 playground
- Parents/carers exit through KS1 playground and walk round to KS2 playground.

GEEP for lunchtime:

Usual evacuation procedures however children in the small hall should leave by the fire doors in small hall into KS1 playground and be escorted by SMSAs and SLT to KS2 playground. Children in the large hall should leave by the large hall doors into the KS2 playground.

REVIEW OF POLICY

Signed on behalf of the Governors: _____

Date: 29.06.21