



Disability Access Policy

The South East Cornwall Multi Academy Trust (SMART) Board, staff and Governors of Dobwalls C P School are committed to meeting the requirements of the *Disability Discrimination Act 1995* and the *Special Educational Needs and Disability Act 2001*. Under the terms of this legislation, the school must not treat any pupil less favourably for any reasons relating to his disability and must make reasonable adjustments for disabled pupils.

Also, the school must not discriminate against any employee or potential employee for reasons of disability and must make reasonable adjustments for disabled employees and potential employees.

This plan sets out the School strategy on improving access for disabled pupils up to the end of July 2018

The aim is

- To maintain and improve access to the School site and curriculum to ensure/recognise the needs of those with specific requirements in order to help them benefit from an education at the School.
- to ensure that the curriculum is responsive to the needs of disabled pupils and to improve and increase physical access to school buildings.

Our plan covers:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

Physical Environment

- Children with a physical and mental disability will be assisted as far as practically possible through our HLS assistants and support staff, with the hope that Dobwalls School will provide a good well rounded education to all children who attend the school.
- make reasonable adjustments for disabled employees and potential employees.

Curriculum

- The school will train staff to meet the needs of pupils with Specific Educational Needs through individual and group INSET training. Such training will be extended to include new disabilities as required.
- The Headteacher will co-ordinate provision for all disabled pupils and will advise about reasonable adjustments to be made by teachers. Progress of such pupils will be monitored by liaising with parents and staff appropriately.
- The Special Educational Needs Co-ordinator (SENCO) will draw up IEPs for pupils as appropriate, liaising with other colleagues and which will set out any reasonable adjustment to be made for that pupil (which might include changes to curriculum or routine.)
- The Headteacher will also co-ordinate provision for physically disabled pupils as above. Appropriate arrangements will be made for games and PE lessons to enable the pupil to participate if possible or to have an alternative activity either in school or out of school (arranged by parents).
- The Headteacher will monitor the overall provision for Disabled Pupils to ensure that no pupil is treated less favourably for reason of his disability.
- PHSE will include disability awareness within the curriculum.
- The Headteacher will monitor the effectiveness of the school's Anti-Bullying Policy to ensure that no pupil is bullied for reasons of disability.

Disability Access Plan

<u>Access to the Physical Environment</u>	Targets	Strategies	Outcome	Timeframe
Short term	School to react to the access needs, both physical and curricular, of disabled children, staff, parent/carers and visitors to the school.	Create access plans as part of the IEP process as required Include in pupil/parent questionnaires, comments regarding meeting individual needs.	Delivery of information to disabled pupils and their parents improved	On-going
	Staff to have an awareness of and be observant of accessibility issues	Recognise and support training opportunities Circulate relevant information to Staff and Governors	Access issues not influencing recruitment and retention decisions	On-going
	Maintain a safe environment.	Report Health and Safety issues drawn from inspections to all Staff		Annually
Medium term	Safe pathways of travel around the school site, safe parking arrangements and routes logical and well signed	Conduct audit of existing procedures and site safety monthly/annually and react accordingly.	All pupils, staff and visitors, including those with disabilities, are able to travel safely around the school site	On-going
	Teachers and teaching assistants have necessary training to teach and support disabled pupils	Set up rolling programme of training for teachers and TAs in the year prior to receiving existing disabled pupils	Disabled pupils receive the best possible teaching and support from staff, based on knowledge and up to date training. Quality of teaching further enhanced for disabled pupils	On-going
Long term	Include access audit recommendations in the School Improvement Plan, making budgetary provision as required.	Establish areas of priority and need. Plan use of delegated capital budget to meet prioritised needs.	All areas of the school will be accessible to all pupils, staff and visitors.	Annually

<u>Access to the Curriculum</u>	Targets	Strategies	Outcome	Timeframe
Short term	Increase confidence of staff in differentiating the curriculum for disabled pupils	Review and monitor staff training needs as required. INSET training to be scheduled by SENCO	Staff confidence raised and increased pupil participation.	On-going
	Ensure TAs have access to specific training as required	Recognise INSET opportunities for TAs with specific responsibilities with disabled pupils.	Raised confidence and skill levels of SEN TAs	On-going
Medium term	Ensure all staff are aware of disabled children's curriculum access	Individual access plans to be put in place Ensure all relevant staff have access to the information	All disabled pupils to have access plans. All staff to be aware of individual needs.	As required
	Ensure all relevant staff are aware of and familiar with appropriate SEN software resources	Training to be monitored and arranged as required by SENCO	Wider use of SEN resources.	On-going
Long term	Ensure all school trips are accessible to all	Individual needs to be taken into consideration when planning trips and risk assessments to be in place.	All pupils able to access trips and activities	On-going
	Review all curriculum areas to include disability issues when required.	Include a section for disability equality and curriculum access on planning sheets when required.	Incorporation of disability issues into all curriculum areas.	As required
	Ensure equal opportunity for all pupils during periods of examinations/assessments	Provide assistance during assessments or exams if required	All pupils are assessed fairly	As required