

West Park

'A caring school where we put pupils and their achievement first'



Disability Access Policy

1. Introduction

West Park School has an obligation under the Equality Act 2010:

- not to treat pupils who are disabled less favourably for a reason related to their disability;
- to make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage.

This policy sets out the proposals of our school to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

1. increasing the extent to which pupils who are disabled can participate in the school curriculum;
2. improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
3. improving the delivery of the curriculum to pupils who are disabled.

2. What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards

3. What constitutes a disability?

The Equality Act describes a person who is disabled as having

'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'.

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties, autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all pupils who have a learning difficulty or special education need are disabled.

4. **Identifying the needs of pupils**

Parents, carers and teachers collaborate to identify and provide for the needs of individual pupils, as outlined in pupil profiles, individual educational plans and pastoral support plans. This process is managed by the SENCO and the Pastoral Team.

5. **Co-ordination and Implementation**

This is the responsibility of the Head, the deputies, the SENCO and all teachers.

6. **Responsibility**

In order that West Park is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children.

7. **Concerns of complaints**

West Park has an internal complaints procedure (see policy document). Beyond this, the Disability Rights Commission (www.drc.org; 08457 622 633) provides a confidential help-line and a conciliation service.

The school also recognizes that disabled pupils or those with special educational needs or learning difficulties may be at risk of being bullied. The school has a Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.