

CHINTHURST SCHOOL



Disability & Inclusion Policy

TB/SN/WB February 2016 (REVIEW DATE February 2017)

DISABILITY POLICY

The Governors of Chinthurst recognise that under the Disability Discrimination Act (DDA) of 1995 as amended by the Special Educational Needs (SEN) and Disability Act of 2001 they have a legal duty to ensure, so far as is reasonably practicable, that Chinthurst does not discriminate against disabled persons (as defined by the relevant Acts) for a reason relating to their disability without justification.

The Governors accept that Chinthurst will be under a duty not to treat disabled persons less favourably, without justification, than their non-disabled peers; and to make reasonable adjustment to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison to pupils who are non-disabled. The governors understand that this applies to admission arrangements, the education and other services provided by Chinthurst for its pupils and exclusions from Chinthurst.

The Governors will take all such steps as is reasonably practicable to plan strategically to increase access to School premises and the curriculum to disabled pupils and understand that this is their planning duty. This duty extends to include changes to physical features, as well as the provision of auxiliary aids and for the provision of written material in alternative formats to ensure accessibility.

The Governors will aim to improve the standard of education for children with special Educational Needs and bring access to education within the remit of the DDA making it unlawful for educational providers to discriminate against disabled pupils. In addition Chinthurst is now under a duty to plan to increase progressively the accessibility to Chinthurst by disabled pupils.

The Governors recognise the good practice and guidance contained in publications issued by The Disability Rights Commission relating to codes of Practice for Schools. In addition they also recognise the guidance contained in the LEA/0168/2002 dated 8 July 2002 referring to Accessibility in Schools – Planning to increase access to schools for disabled pupils. This document is a DfES publication.

The Headmaster is responsible for ensuring that all Teaching and Support Staff are aware of this policy and the commitment of Chinthurst to the DDA of 1995 and subsequent amending acts.

Admission to Chinthurst School

Candidates for admission to Chinthurst School will be judged solely on their meeting the school's admissions criteria. No candidate will be refused admission solely on the basis of their disability, provided that the school is able to provide for that candidate's particular needs. The prime concern in admitting pupils to Chinthurst School is to ensure that Chinthurst School is the right school for an individual applicant.

Admission to Chinthurst School is by assessment, which endeavours to ensure that education standards at the school are at least maintained. The assessment is designed to test whether a prospective pupil is able to benefit fully from the education on offer at Chinthurst. The school recognises in its admission of a pupil the need to be confident that it can provide an appropriate education, which will develop that individual pupil to the best of their potential. In making decisions about admissions, the school considers, in accordance with its ethos, that it is important for a pupil to have every chance of enjoying a happy and successful school career and of emerging at the end of their time at Chinthurst as a well-educated and well-rounded young pupil with the prospect of leading a fulfilling life.

The school's policy is to apply these criteria to all potential pupils regardless of any disability they may have.

If a candidate for admissions to Chinthurst is known to have Specific Learning Disability, parents should indicate this at the time of application. Parents are also asked to provide appropriate supporting evidence in the form of an Educational Psychologist's report, or equivalent. Where deemed appropriate, the candidate may be permitted to have extra time for any assessment and/or to be allowed to use special equipment, such as a personal computer. In selecting candidates for admission, Chinthurst is committed to ensuring each candidate is given the opportunity to demonstrate their academic ability, irrespective of any Specific Learning Disability.

DISABILITY ACCESS PLAN

SHORT TERM – ACADEMIC YEAR 2013/2014

Targets	Date	Outcome
Ensure all staff informed of legal implications of disability access	Sept 2013 In place	Greater awareness
Review SEN policy	Sept 2013 In place	Staff familiar with current practice and strategies
Review SENCO	Sept 2013 In place	SENCO operative in place and policy reviewed.
Begin to provide ramps at all main entrances to school buildings	Summer 2013 Ongoing	Easier access for wheelchair users and ambulant disabled
Review signposting, external and internal	July 2013 Ongoing	New room signage & external signage.
Set up working group to implement short, medium and long term plans	Sept 2013 Ongoing	Detailed planning or more extensive changes

Financial implications: these targets should be able to be met from 2013 – 2014 budgets, under premises, INSET and staffing.

DISABILITY ACCESS PLAN

MEDIUM TERM – ACADEMIC YEAR 2014/2015

Targets	Date	Outcome
Review ways of navigating around the school by re-numbering and re-labelling rooms	Jan 2013 In place	Easier for all, but especially visually impaired pupils and visitors to find their way around school
Make available microphones etc for use in large assembly areas, if required	Sept 2013	Currently has proven to be prohibitive in cost and not an immediate requirement. Will remain a point of conversation for the SMT.
Ensure continued provision of extra time to SEN pupils in school examinations	In place	Greater equality of opportunity for pupils with SEN
Each department to build up resources for students with specific needs	In place	Access to full curriculum easier for pupils with SEN
Continue to provide ramps to major access points of school buildings	Ongoing	Easier for wheelchair users and ambulant disabled

Financial implications: these involve relatively little expense. More consideration required.

DISABILITY ACCESS PLAN

LONG TERM - ACADEMIC YEAR 2015/2014

Consider relocation of ICT suite to ground floor for access to all.

Work to make more areas of school wheelchair accessible.

Consider implications of time tabling alterations for rooms to be made accessible.

Consider arrangements for changing and toilet facilities.

Financial implications: all wheelchair access above ground floor level will be very expensive and potentially prohibitive.