



Disability Access Policy

Reviewed September 2024

Signed..... Date.....

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1 Introduction

Brookfield Park Primary School has a duty 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;
- To draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

This policy outlines the steps we will take to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

- I. Increasing the extent to which pupils who are disabled can participate in the school curriculum
- II. Improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
- III. Improving the delivery of the curriculum to pupils who are disabled. This policy should be read in conjunction with the School's Disability Access Plan.

2 What defines 'reasonable adjustments'?

In deciding what is reasonable the school will consider;

- 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 adjustment
- The extent to which aids and services will be provided via an Education, Health and Care Plan, 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 Statement of Intent

Brookfield Park Primary School is committed to implementing, reviewing, adapting and providing resources for the Disability Access Policy on a three year cycle. Regular Disability Access Audits are undertaken as part of this process.

4 What is a disability?

The Equality Act described a person who is disabled as having

‘a 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 include mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment can cover neurological problems such as specific learning difficulties; autistic spectrum conditions, 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 educational need are classed as disabled.

5. Identifying Pupils Needs

Parent/carers, pupils and teachers will work together to identify and provide for children’s individual needs. These needs will be recorded on pupil passport, Education, Health and Care Plans (EHC) or learning plan.

Parents/carers and pupil views will be at the centre of the planning process.

At the point of registration parents/carers are asked to notify the school of any disabilities, special educational needs and medical needs their child may have. If a need arises after registration the school should be informed as soon as possible. Parents/carers will be asked to fill in a medical form to state

whether any special circumstances relating to a child's health or disability may affect the child's ability to participate fully in school life. To support this, parents/carers will be asked to produce any relevant reports such as Education, Health and Care Plans (EHC), reports and consultation notes from outside agencies e.g. health, education psychologist etc

Parents/carers will then be invited to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustment will need to be made, if any. In order to do this, school may request additional information such as medical notes, audits from outside agencies and may visit the child's nursery or educational establishments. If a decision is made that Brookfield Park Primary School is unable to adequately meet the needs of a child with a disability, parents/carers will be informed and the reason why explained.

For some children a medical or educational need may become apparent after they have joined Brookfield Park Primary School or in some cases an existing need may become more serious. It is then vital that good communication between home and school is established, so that reasonable adjustments can be made to allow the child to continue and flourish at school. In the event of a pupil failing to thrive in school, despite support from school and outside agencies such as education psychologists, health etc parents/carers will be advised on the next steps available to them.

Throughout the process Brookfield Park Primary School will take full account of:

- Specific impairments
- Pupil and parent/carer views
- Advice from teachers
- Advice from outside agencies

6 Responsibility

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

7 Concerns or Complaints

Brookfield Park Primary School has an internal complaints procedure which parents/carers should follow. Available for support is Disabled Rights (www.gov.uk/rights-disabled-person/overview) or the Equality Advisory Support Service (Tel: 0808 800 0082) which provides a confidential helpline and a conciliation service.