

**The Dharma Primary School**  
**Accessibility Overview and Plan**

**Introduction**

This document should be read in conjunction with the School's Special Educational Needs Policy and is drawn up in accordance with the Equality Act 2010 and the Children and Families Act 2014.

The School's board of trustees accepts its duties towards disabled pupils and may ask for contributions from other school employees whose expertise in any field may be of assistance to review policy, procedures, plans and facilities which affect pupils who are disabled.

The Accessibility Review Committee comprises the Headteacher, Bursar and SENCo and minuted meetings are held each term, at which time the School's Accessibility Register will be updated. In addition, this document will be reviewed every two years.

In planning, the School may also consult with Health and Social Services, local disabled voluntary associations and outside agencies.

**Key Objectives**

1. To improve and update the physical environment,
2. reduce barriers to the curriculum, and to
3. fully enable participation in the School community for pupils, and prospective pupils, with a disability.

The School will:

- not treat pupils who are disabled less favourably for a reason related to their disability
- make reasonable adjustment for pupils who are disabled, so that they are not put at a substantial disadvantage
- draw up plans to eliminate barriers, within reason, to accessing the curriculum and to create the opportunity for full participation in the school community for pupils, and prospective pupils, with a disability

**Definition of Disability**

"a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on (the) ability to do normal daily activities" (Equality Act 2010)

'Long-term' is defined as for a period of more than one year.

This definition is broad in context, and can include children with a range of impairments such as; autistic spectrum disorder, ADHD, ADD, diabetes or epilepsy, where the effect on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Some forms of very significant dyslexia or dyspraxia may also be included in this definition. All pupils with cancer, surviving cancer, HIV, CF or multiple sclerosis are also included from the point of diagnosis.

### **Definition of 'normal daily activity'**

When the impairment impacts on one or more of the following:

- Physical coordination
- Continence
- Mobility
- Manual dexterity
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Perception of risk of physical danger
- Memory or the ability to concentrate, learn or understand

### **Definition of 'reasonable adjustment'**

There are three elements which relate to the School's duty to make 'reasonable adjustment'. These are:

- Provisions, criteria and practices
- Auxiliary aids and services, including assistive technology
- Physical features

In determining what is 'reasonable', the School will have regard to:

- Financial resources available
- The cost of any 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 (EHCP), Individual Educational Plan (IEP), report from outside agencies or 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

### **Disability and Special Educational Needs**

Some pupils with a SEN need may also have a disability, although this is not always the case. The School recognises that one can exist without the other.

The following table illustrates the overlap between SEN and disability definitions.

| <b><i>Special Education Needs</i></b>      | <b><i>Both SEN and Disabled</i></b>    | <b><i>Disabled</i></b> |
|--|--|------------------------|
| Dyslexia - mild/moderate                   | Motor impairment (long-term)           | Asthma                 |
| Emotional and behavioural difficulties     | Hearing impairment/deaf                | Diabetes               |
| Dyspraxia - mild/moderate                  | Visual impairment/blind                | Cancer recovery        |
| Speech impairment                          | Autistic spectrum condition            | Mental health issues   |
| Other learning difficulties, not mentioned | Very significant dyslexia or dyspraxia | Eating disorder        |
|  | Non- verbal (mute)                     | Lack of limbs          |
|  | ADD/ADHD                               | Sickle cell anaemia    |
|  |  | Gross obesity          |
|  |  | Very short stature     |
|  |  | Incontinence           |
|  |  | Epilepsy               |
|  |  | Cystic Fibrosis        |
|  |  | Multiple Sclerosis     |
|  |  | Significant allergies  |
|  |  |                        |
|  |  |                        |

## **Identifying Needs**

The Dharma Primary School will accept a pupil on the basis that the School can appropriately meet the pupil's needs. The Special Educational Needs Policy provides further information about how individual needs are met, together with the teaching and learning, special arrangements and specialist support within the School. The needs and provision for pupils with an EHCP are carefully considered prior to entry to ensure that their needs can be fully met.

A detailed list of pupils with SEN is kept and staff are provided with information about pupils with additional needs. The School works closely with outside agencies and Brighton and Hove City Council to support children with additional needs and/or those with an EHCP. A programme of continued professional development (CPD) and school insets are provided to help support the staff in meeting the needs of children with learning differences and physical disabilities. In addition, meetings are held to discuss both the needs and provision for current pupils and those who will be joining the school.

There is strong welfare and pastoral support in place at the School. The Headteacher and Bursar are the named safeguarding leads.

## **Admissions**

Details of the admissions procedure can be found in the School's Special Educational Needs Policy, and there are full details on the website.

Once a pupil's needs have been considered and a place has been offered, the school will do all it reasonably can to ensure that the pupil can with, 'reasonable adjustment', access the curriculum.

In order that all pupils have the fullest possible experience, we try to ensure that all pupils can fully participate in all aspects of school life including school trips, forest school activities, sports and events. However, the School has a responsibility to ensure that no pupil's safety or education is put at risk by the needs of another individual.

## **Withdrawal**

If, following a process of consultation and the making of all 'reasonable adjustment', it is the professional judgement of the Headteacher that the school cannot provide adequately for the pupil's disability or special education needs, parents/carers will be asked to withdraw the

pupil. In such cases, every reasonable effort shall be made by the School to assist in finding a suitable and appropriate placement in another school.

### **Responsibility**

In order that the School is fully compliant with the Equality Act 2010, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustment' needed for particular individuals. These are outlined in IEPs which are prepared by the SENCo and those responsible for pastoral care.

### **Parental Concerns Procedure**

The School has a Parents Complaints' Procedure which starts by asking parents/carers to raise any concern.

The School also has an Anti-Bullying Policy which makes it clear that any bullying behaviour of any kind is not acceptable and will be taken very seriously.

### **Accessibility Committee Agenda**

The Accessibility Plan is a three-year plan which comprises information on how the School will:

1. increase ways in which disabled pupils (including those with special education needs) can access the curriculum
2. improve accessibility of information for disabled pupils (including those with special educational needs)
3. update and improve the physical environment so that disabled pupils can experience, enjoy and participate in both academic and non-academic activities

The above will be reviewed whilst the implementation of future plans and strategies will be documented and dated.

|  |          |
|--|----------|
| Person Responsible for reviewing this policy | SENCo LD |
| Date of last review                          | 10/15    |
| Date of this review                          | 10/16    |
| Date of next review                          | 10/18    |

