

Lovers' Lane Primary and Nursery School



Disability Equality Policy and Accessibility Plan

Date Reviewed: October 2022

Next review date: October 2023

Disability Equality Policy and Accessibility Plan

At Lovers' Lane Primary and Nursery School we are committed to ensuring equality of opportunity for all of our pupils, staff and members of the community who use the school's facilities. We believe that all of our pupils have the right to access good quality educational opportunities and fully participate in all of school life, regardless of any disability they may have. We aim to create an ethos of inclusion and diversity.

Defined by the Disability Discrimination Act:

"A person has a disability if he or she has a physical impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities"

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- 'direct discrimination', e.g. refusing admission to a student because of disability
- 'indirect discrimination', e.g. only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability', e.g. a disabled pupil is prevented from going outside at break time because it takes too long to get there

The accessibility planning for disabled pupils is replicated in the equality act 2010.

- Not to treat disabled pupils less favourably for a reason related to their disability (this now includes not discriminating by association e.g. if a pupil is a carer and late to school every morning they should not be reprimanded).
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage (this now includes supplying auxiliary aids and services to disabled pupils where these are not supplied through SEN statements).
- To plan to increase access to education for disabled pupils.

At Lovers' Lane Primary School:

- There are permanent ramps at all exits and all doors are wide enough for wheelchair access.
- Changing facilities have been accommodated within key stage 1 and 2 buildings. There are also toilets that are fitted with safety bars.
- There is a disabled toilet within the main school building situated near the front entrance.
- There is a sensory room within the KS1 area to provide children with sensory experiences. This is available to all pupils across the school.
- All children with a disability have their needs identified and have a SEND Support Plan if required detailing how those needs are going to be met. These are reviewed on a termly basis and modified where necessary.
- Children with disabilities are included in all aspects of school life and support is given where required. All relevant medication is taken on trips.
- Specific resources are purchased to allow children to access the curriculum e.g. ICT with adapted keyboards and programs.
- Additional support is arranged in order for pupils to attend after school and lunch time clubs if required

- The SENCO involves outside agencies as required e.g. the Autism team, Educational Psychology, Learning and Cognition team and Speech and Language Therapy in order to provide the best support for children.
- The school works closely with professionals to provide the best possible access to the curriculum for all pupils
- The SENCO/First Aid leads seek specialist medical advice and training for staff when necessary to meet the needs of pupils with very specific conditions.
- Staff attend courses to update their knowledge of particular disabilities
- Emergency and evacuation policies are fully accessible to all pupils. Details are displayed on the classroom wall in the event that other staff need this information.
- We have a policy on the administration of medicines.
- This policy compliments the school's Special Educational Needs Policy.