

Streatham Wells Primary School

Disability Policy

Our commitment to inclusion at Streatham Wells Primary School recognises that disabled children are made up of the following groups; physical, medical, sensory and behavioural. Some of these children could have learning difficulties. Our school is non-discriminatory towards disabled children and endeavours to provide equal access and opportunity to the curriculum.

Aims

- To equally value and encourage all children.
- To foster positive attitudes towards disability within our community.
- To enrich the lives of all children by pursuing a policy of inclusion which reflects the diversity of our community and our school values.
- To ensure that the needs of disabled children are met on admission and throughout their learning at Streatham Wells through liaison of the SENCO and outside agencies, parents, the disability discrimination team, teachers and teaching assistants.

To achieve our aims the school has produced this Disability Policy.

Our Inclusion team will;

1. Review the school's Disability Policy.
2. Make recommendations with a view to improving the accessibility of its education to children or prospective pupils with disabilities by means of reasonable adjustments.

Admission to the School

- Admissions are carried out by the Lambeth admissions team.

- The school will endeavour to educate and develop the disabled child to the best of his or her potential and in line with the general standards achieved by the pupil's peers.
- The school policy is to apply these criteria to all children regardless of any disability of which it is made aware by parents or outside agencies. The school has a legal obligation to make reasonable adjustments to enable children not to be disadvantaged because of their disability.

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Physical Access

Streatham Wells is a single storey/bungalow designed building with direct access to the classrooms via playground doors. Some of these have ramps to enable wheelchair access. Alternative access to the classrooms is via the main school entrance. Inside the building there are wide openings into every classroom. Children's disabled toilets are provided in the main school building and the small house.

Education

- Staff will continue to be made aware of children with a disability by the Head Teacher and the SENCO.
- Staff will continue to be made aware of strategies to make 'reasonable adjustments' within the classroom so as not to place disabled children at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning patterns of all the children according to their abilities and needs. Such differentiation should be reflected in IEPs and teachers' planning.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other children, nor their health and safety.
- The school may provide auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops
- The school ensures that disabled children have their full entitlement to outside visits. This will be reflected in adaptations to travel plans, risk assessments, child to adult ratios, and notification to place of visit and pre-visit to site if appropriate.

- The Inclusion Team will ensure that disabled children have access to suitable furniture, classroom adaptations, aids and resources.
- In assessing any child, the school may take such advice and require such assessments e.g. Educational Psychologist's report and recommendations as it regards as appropriate.
- The school follows DfE guidelines and procedures to enable all children with disabilities to have equal access to national assessments such as SATs.
- Children and staff have access to outside agencies that will support and advise them on a regular basis.
- Children with a disability may also have a learning difficulty, either temporary or permanent. If this is the case then that need will be met through the use of our SEN and Disability policies
- The child will be involved in the discussions regarding their disability and participate in decision making where appropriate.

Sporting and Recreational Activities/Educational Visits

- The school will continue to provide equal access to all school activities for disabled children within the constraints of the physical nature of the site and Health and Safety implications.
- Provisions will be made for children unable to participate in activities such as playtime. Generally all children are encouraged to take part in all aspects of school life.

Welfare Awareness

- Staff and children are to be made aware of disability and understand its effects and accept and support disabled children as part of school life.
- Staff Inset will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.

- The school will agree with parents, appropriate regular means of communication with regard to the child's progress, behavioural issues, the effects of any medication and any other matters relating to their disability.

Confidentiality

It is helpful for all members of staff within the school to know that a child has a disability to ensure that they do not treat him or her less favourably. Relevant information will be communicated to all staff that have contact with the child during the school day. The school however should take account of any request for confidentiality regarding the disability of a child, parent/carer, staff member or any other person coming into the school. The school cannot be expected to make a reasonable adjustment to take account of a child's disability if a request has been made to keep the disability confidential from staff.

Summary

At Streatham Wells we take pride in being an inclusive school as recognised by Ofsted. We teach a number of children with a variety of disabilities. The teaching and learning, achievements, attitudes, well-being and happiness of all children are very important to us. We follow the Equality Act 2010 to ensure that all children with a disability are treated fairly.

Summer 2017
To be reviewed in Summer 2019