



Disability Policy

The Disability Policy has been developed as a result of discussion between staff and Governors, to reflect the new statutory Code of Practice and Every Child Matters. This policy was approved at the Spring 2009 meeting of the Governing Body. The policy will come into effect from Spring 2009 onwards. The policy will be reviewed in Autumn 2012.

Introduction

At Ambleside Primary School we uphold an inclusive admission policy and we aim to:

- provide a happy and secure learning environment for every child in our school
- promote self respect and self confidence to develop the idea of a community where both children and adults respect each other
- provide a broad, stimulating and varied Curriculum through which each child can develop his/her potential, adapting, wherever possible, delivery of the Curriculum to ensure the needs of pupils with disabilities are met

The school understands that a disability as

“if he or she has a mental or physical impairment which has a substantial and long term adverse affect on their ability to carry out normal day to day activities” SEN update 9 June 2002.

Statement of Intent

It is our view that successful inclusion relies on absolute respect for the needs of the individual, devising support structures that intrude as little as possible, so that the needs of the majority are not compromised. It also needs to take place within a strong and highly effective pastoral system. We feel it is this combination of pastoral care and special needs expertise that is the key to success.

We believe that a successful inclusive school must, above all, provide a caring and trusting environment. This impetus will be provided by the whole school, the whole staff, the Governors and parents alike. Without this total involvement, inclusion, would simply not develop. The policy is about child centred education for life in the wider world beyond school. It is about providing the pupils with a sense of self worth and social inclusion. It is about allowing a child to develop, grow, learn and progress in a secure environment, where s/he can experience success and failure and receive praise, encouragement and understanding. Finally the policy relies entirely upon the wider ethos of the school.

Schools Responsibility

The school will plan strategically to increase access to education. This planning will be made up of three elements

- improved access to the Curriculum
- physical improvement to increase access to education and associated services
- improved information in a range of formats for disabled pupils or their parents

Education and associated services is a broad term that covers the whole life of the school. It covers not only the Curriculum, teaching and learning, but school clubs and activities, break and lunch time, school sports, school policies, interaction with peers, assessment and exam arrangements and preparation of pupils for the next phase of education. The planning should also take into consideration training needs of the staff as they arise. These needs will be financed through the Standards fund.

“Reasonable Adjustment” duty

The school will take all reasonable steps to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison to pupils who are not disabled.

When considering “reasonable adjustment” the following issues need to be considered –

- a) whether taking the step would be effective in overcoming the incompatibility.
- b) the extent to which it is practical for the maintained school or local authority to take the step.
- c) the extent to which steps have already been taken to facilitate the child’s inclusion and their effectiveness.
- d) the financial and other resources implication of taking the step
- e) the extent of any disruption taking the step would cause.

(from *Inclusive Schooling – Children with Special Educational Needs DfES077/2001*)

Access to the Curriculum

Equal opportunities should be evident in:

- a) the formal Curriculum (the programme of lesson)
- b) the informal Curriculum (extra curricular activities)
- c) the hidden Curriculum (the ethos of the school, the quality of personal relationships etc)

Broad and Balanced Curriculum

The school has a responsibility to provide a broad and balanced Curriculum for all the pupils. The school will also play a key role in planning to increase access to the Curriculum for disabled pupils. In focussing on this part of the duty and considering barriers to the Curriculum, the school will consider the needs of a range of disabled children.

Setting Suitable Learning Challenges

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each Key Stage, but we also understand the need to teach the knowledge, skills and understanding from earlier or later Key Stages so that individual pupils can make progress and know what they can achieve.

Responding to Pupils Diverse Learning Needs

To ensure that we meet the full range of pupils’ needs we will ensure we are aware of the requirements of the equal opportunities legislation that covers disability, race and gender.

Specific action should be taken to respond to pupils diverse needs by:

- a) creating an effective learning environment
- b) securing their motivation and concentration
- c) providing equality of opportunities through teaching approaches
- d) using appropriate assessment approaches
- e) setting targets for learning

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils

We will aim to take action to provide access to learning for pupils with special educational needs by:

- a) providing for pupils who need help with communication, language and literacy
- b) planning, where necessary, to develop pupils understanding through use of all available senses and experiences
- c) planning for pupils to participate in learning, physical and practical activities to the best of their abilities
- d) helping pupils to manage their behaviour, to take part in learning effectively and safely
- e) helping individuals to manage their emotions, particularly trauma or stress and take part in learning

The Role of the Teachers and Teaching Assistants

The School recognises the shared responsibility of teachers and teaching assistants to ensure that the school is completely inclusive. It is through their collaboration that the monitoring and evaluation of needs will be made and through which the evaluation of progress made will be tracked. It will also be their joint responsibility to look at setting targets for the child's development and for the provision of care provided as well as giving feedback to parents and any other agencies who are involved in the overall care of a child. The school, Governors, Head teacher and the Additional Needs Leader and Manager, will be actively involved in giving support to these members of staff in this vital role.

The Role of the Governors

The school and Governing body has the responsibility and will ensure that pupils with special educational needs are able to join in everyday activities with other pupils (subject to certain conditions set out in section 317(4) of the Education Act 1996).

The Governors must use their best endeavours to ensure that any pupil who has special educational needs receives the special education provision their learning difficulty calls for. This includes ensuring that teachers are aware of the importance of identifying and providing for, pupils with special educational needs.

(Section 317 of the Education Act 1996)

The Governing body will publish, in the school prospectus, information on the following arrangements regarding disabled pupils:

- arrangements for the admission of pupils with disabilities
- the steps to prevent those pupils being treated less favourably than other pupils
- the facilities to assist access to the school by pupils with physical disabilities

Parental Awareness and Communication

Parents hold key information and have a critical role to play in their child's education. As a school, we will always seek to work alongside parents and value their contribution.

Therefore, whenever possible, the school will operate an 'open door for parents' approach, arranging suitable appointments, or by telephone to address immediate concerns.

Handouts

The school will plan to make information available to disabled pupils within a reasonable time frame, taking into account the pupils' disabilities and pupils' and parents' preferred formats.

This will include alternative formats such as Braille, audio tape, large print and I.C.T. Information can also be provided orally, through lip speaking or in sign language, through recognised symbol system.

Parents and pupils should know that the school has a disability policy and is committed to equal opportunities for all pupils.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

All staff have equal access and inclusive rights to their work regardless of their gender, sexual orientation, race, disability or ability. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Review

This policy will be reviewed in the autumn term 2012.

