



MONKS ELEIGH C.E.V.C.PRIMARY SCHOOL

From our Mission statement:

Monks Eleigh CEVC Primary School seeks to create a distinctive Christian community where everyone is respected and valued. We strive to provide a safe, happy and healthy environment where all children are able to learn because they are supported and encouraged to achieve their potential.

Disability Equality Policy

Introduction

At Monks Eleigh CEVC Primary School we are committed to promoting equal opportunity and access for all of our pupils. We strive to adapt our teaching and learning, resources and school building and grounds to ensure that adults and children with a disability can be happy, achieve well, and are able to be involved in all aspects of school life. We aim to give access to the full agenda for 'Every Child Matters' (ECM). We are also committed to providing as full access as possible to adults who are stakeholders in our school

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.'

1. The School Environment

Our school environment has wheelchair access and wide entrance doors.

The school will ensure that further building on the school site takes full account of the varied disabilities within our school community.

2. Equipment and Resources

Pupils with a disability often have very specific needs. If necessary the school will contact other professionals, such as Occupational Health or Inclusion Advisors to make sure appropriate equipment is loaned or purchased.

If specific actions are required during the school week such as physiotherapy or counselling, we will endeavour to put plans into action.

The school will order small scale resources such as writing equipment and colour overlays, large print books etc as needs arise.

Teachers will make adaptations to seating arrangements so that pupils with a disability can be given the best chance to work independently in the classroom.

3. Teaching and Learning

Where possible, teachers will adapt their teaching style to accommodate pupils with a disability. This may include extra support in group work, using personalised learning aids such as pictorial cues, or using specific ICT to facilitate learning.

In Physical Education, lessons may be adapted to give an experience as similar as possible to children without the same relevant disability. Teachers may for example, use the TOPS gymnastic cards which include activities for those with a relevant physical disability.

Support from SEN Advisors and Educational Psychologists will be sought as necessary (see SEN policy), although we acknowledge that a pupil with a disability does not necessarily have learning difficulties.

Where appropriate and relevant, the views of pupils with a disability will be taken into account.

The staff will use assemblies, PSHE and Citizenship as platforms for promoting understanding and promotion of equity and accessibility for pupils with a disability.

4. Adults

At Monks Eleigh CEVCP school we endeavour to support adults with disability to ensure that they also have access to the school and, if they are a parent, can support their children.

It is a single-storey school, and good access is available.

Disability does not prevent adults from becoming volunteers in school

The school, where possible, will make information available that may enhance their experience in school, or provide knowledge of service to suit their particular situation.

Where possible, the view of adults with a disability will be taken into account when writing an access action plan.

5. Employment and Training

When appointing staff, the school will consider a candidate who has a disability no less favourably than any other candidates.

Job descriptions will not contain any unnecessary requirements that make it unduly difficult for any members of staff who have a disability to fulfil their role.

It is the responsibility of the Headteacher and Governors to ensure that school staff are involved in the development of policy and that training is provided as necessary and available.

6. Accountability and Monitoring

It is the duty of the Headteacher and Governing body to ensure that this policy is implemented, monitored and reviewed as necessary to achieve its aims.

Adopted March 2010

Mrs Jane Taylor Headteacher

Mrs. Alison Russell Chair of Governors

