

Godstowe

School Policy

SENDA

Introduction

Duties under Part V of the DDA require the governing body to:

promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to: and prepare and publish a disability equality scheme to show how we will meet these duties.

Duties in Part IV of the DDA require the governing body to plan to increase access to education for disabled pupils in three ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The following scheme, designed to improve Godstowe's accessibility for disabled pupils, staff, parents and visitors incorporates the school's plans to increase access to education, the school's environment and its facilities taking whatever reasonable, possible and practical measures it can.

Aims

The schools aims are to:

- promote equality of opportunity between disabled persons and other persons by ensuring that the school's recruitment of both staff and pupils reflects the Act;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities by endeavouring to applying the guidelines of the Act and ensuring that no member of staff or pupil is treated unfairly or badly as a result of their disability by dealing swiftly and severely with any bullying related to a person's disability;
- promote positive attitudes towards disabled persons through a improved programme of study to enhance awareness, through assemblies, outside speakers, INSET training and PSHE lessons, tutor time and as part of whole school community themes;
- encourage positive attitudes towards disabled persons;
- encourage a more understanding approach to ways in which the school can accommodate and help disabled persons where possible.

With

"....due regard to the need to take steps to take account of a disabled person's disabilities, even if this does mean that they are treated more favourably than non-disabled people,"

Godstowe will endeavour, where reasonable and possible, to remove environmental, physical and educational barriers to enable its disabled pupils, staff, parents and visitors to have a wider and freer access to the site, curriculum and facilities.

Action Plan

To raise awareness of the definition of disability in the school and critically examine the school's current accessibility for the needs and benefit of its pupils, parents, staff and visitors.

We recognise that our disabled pupils may not be under the SEN register but may have medical conditions such as diabetes, severe asthma, epilepsy, chronic fatigue syndrome or a mental health condition.

Godstowe will duly consider whether:

- there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;
- disability issues are reflected in the curriculum;
- disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;
- there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school; It is noted and generally understood that Godstowe School is set in 12 acres of rambling, very hilly surroundings on several different levels. All staff, pupils, visitors and parents frequently need to negotiate stairways, slopes and uneven ground which is often unavoidable due to the nature of the layout of an old site, incrementally altered and improved over more than 100 years;
- different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others;
- access to information, the curriculum and other more formal mediums is planned, with differentiated formats available for disabled pupils.

Godstowe will take all reasonable care to ensure that other factors which might affect the provision of, or potential for, equal participation of disabled pupils are monitored with this in mind, such as:

- lack of role models or images of disabled people (e.g. Godstowe currently has no pupils with particular physical disabilities which are immediately obvious);
- lack of appropriate references in our anti-bullying policy;
- pupils with insufficient awareness of other people's needs, in particular those of disabled pupils with which many others will not have had any direct or regular contact;
- 'stigma' drawn from common misunderstandings;
- any other unsympathetically conceived policies (written and unwritten).

It has already been identified that provision will need to be made in relation to toilet facilities for disabled visitors to the school. This is currently being considered and plans being drawn up.

Achievements of disabled pupils

Godstowe hopes any disabled pupils and staff in the school can participate in every aspect of life within the school. These include:

- appropriate employment opportunities.
- examinations, both internal and external.
- vehicular access, if reasonably possible.
- Musical and sporting opportunities.
- extra-curricular activities, including swimming.
- boarding and weekly boarding.
- other broader outcomes such as those set out in 'Every Child Matters' and the school's development plans.

Godstowe Policy

Our policy is to encourage parents/guardians/staff to communicate any disability they may have which might impact on their child's life or their own work in the school. This is for the purpose of understanding the range of adjustments that may be considered when planning appropriate and reasonable changes which might be justified and necessary. Financial considerations will not prevent the school from giving every attention to its duty in respect of catering for the needs of disabled persons and from considering all possible remedial measures fully. Wherever possible, reasonable adjustments will be planned.

Assessment and Review

The school and the members of the school's governing body will identify issues in consultation with disabled pupils, staff, parents, visitors and other schools with more recent, direct experience of disabled persons in the environment. We will look at the information that the school holds on disabled pupils, staff and parents if available.

In this way, the school should be able to make a judgement about the relevance of our policies and their adherence to disability equality. This, in turn, will help us determine where the school needs to set its priorities and what changes might be needed to improve equality of opportunity at Godstowe.

We will promote an environment that is positive and inclusive towards disabled persons.

Timescale

It is our aim to have fully explored our accessibility and made reasonable changes within three years, and whenever possible thereafter.