

# Riverside Primary School



**Riverside  
Primary  
School**



## Disability Access Policy

This policy was reviewed: September 2022

Signature: C Carr (Chair of Governors)

Signature: C Lahive (Head Teacher)



## Riverside Primary School Disability Access Policy

This Policy applies to the EYFS, Main School and Out of School Care.

### **Aim:**

It is the overall aim of Riverside Primary School to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010).

**NB: A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).**

### **Access to School:**

The school was founded in the 1930s. The Y5 and Y6 classrooms are located in a part of the original old building; as such, our physical facilities for persons with disabilities are limited. We will however make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.

**Accessible parking bays are allocated in the front car park, with access available through the playground and up the ramp into ground floor of the old building or through the main entrance double-doors (flat access) for the new building, hall and playground.**

In the old building access to the top floor is by stairwell only. The school has previously investigated the feasibility of installing a lift and/or stair lift, and was advised that neither was possible within the building's present structure.

Most areas of the main building can be accessed, however to access the Year 1 area a person in a wheelchair would have to enter via the outside door. This is not ideal and a lift could be fitted at one end of the corridor to circumvent the need to use the small steps. We would always look to rearrange teaching areas to avoid the need to leave the building to enter by this route.

### **Admissions:**

Parents / carers of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school also expects all of its pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.



### **Existing Pupils:**

The school recognises that medical and psychological conditions can develop in existing pupils, which may require adjustments to be made to the way in which the curriculum is delivered.

Parents / carers must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the SENDCO shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

### **Learning Difficulties:**

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a “special educational need”. The school staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents / carers will be notified if a screening test indicates that a pupil may have a learning difficulty. Permission will be needed from the parents / carers to before the school can arrange any formal assessments.

### **Withdrawal of a Pupil:**

If, following the process of consultation and the making of all reasonable adjustments, it is the professional judgement of the Head Teacher that the school cannot provide adequately for the pupil’s disability or special educational needs, parents / carers will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the school to assist in finding a suitable placement in another school.

### **Prospective Staff Members:**

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents / carers.

### **Existing Staff Members**

The school recognises that medical and psychological conditions can develop in existing staff members, which may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will consult with



Occupational Health, and to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

**Reasonable Adjustments:**

The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil/staff member. Such adjustments may include (but not limited to):

- Installing low gradient ramps for easy access on the ground floor;
- Allocating a classroom on the ground floor;
- Specialist seating or any other relevant classroom resources or equipment.

**In defining what is reasonable, the school shall take into account:**

- The cost and feasibility of making specific alterations to the school premises;
- Implications on financial resources and the likelihood of any external funding being available to offset this;
- Staffing requirements;
- Health and safety considerations;
- The interests of pupils, staff and visitors.

**Personal Information**

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (1998).



## Appendix 1 – Disability Access Plan

### Three Year Plan: Sept 2021 - 2024

| Key Issue                                  | Action   | By When  | Responsible                            |
|--|--|--|--|
| Access to curriculum                       | <ul style="list-style-type: none"> <li>All pupils have access to all areas of the curriculum</li> <li>Provide access to off-site activities</li> <li>Implement and deliver appropriate interventions and learning support</li> </ul> | On-going                                       | All staff                              |
| Internal doors                             | <ul style="list-style-type: none"> <li>Carry out a survey to calculate the width of each entrance and ensure some rooms on the ground floor are wide enough to accommodate wheelchair access.</li> </ul>                             | New building work has taken this into account. | Building Manager                       |
| Classrooms                                 | <ul style="list-style-type: none"> <li>Some rooms are small but investigate how rooms could be modified for a child or member of staff with a disability</li> </ul>  | On-going                                       | SLT and LA Health and Safety Team      |
| Playground                                 | <ul style="list-style-type: none"> <li>Acquire playground equipment relevant to child's disability</li> </ul>  | When necessary                                 | Class Teacher and SENCo                |
| Stairs                                     | <ul style="list-style-type: none"> <li>Propose the provision of a stair-lift at one end of Key Stage 1 area.</li> </ul>  | On-going                                       | Head teacher and LA Building Inspector |
| Remote web based learning (school website) | <ul style="list-style-type: none"> <li>To continue to develop through the school VLE remote web based learning for children unable to attend school for long periods due to illness or long term injury.</li> </ul>                  | On-going                                       | ICT subject lead                       |
| Carpark                                    | <ul style="list-style-type: none"> <li>Allocate a disabled parking space</li> </ul>  | On-going                                       | Building Manager                       |