



A caring learning community

# ***DISABILITY***

# ***&***

# ***ACCESSIBILITY***

# ***BROCHURE***

Produced by the School's  
Governing Body

***What does it mean?***

***What are we doing about it?***

June 2013  
***Currently Under Review***

## Introduction

The school is committed to ensuring equal treatment to all its employees, pupils, parents/carers and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

We also firmly believe that **'Every Child Matters'**.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act (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.
- Prepare and publish a disability equality scheme to show how they will meet these duties.

The DDA also requires the Governing Body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.
- Improve the delivery of information.

The above, together with an action plan, set out how the Governing Body will promote equality of opportunity for disabled people.

## So what is Disability?

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

## **What do we mean by an accessibility concern?**

An accessibility concern could take many different forms, each could be personal to an individual. Common difficulties families could have would be:

- Difficulties with reading/writing communication with school.
- Communication difficulties due to language barriers.
- Physical difficulties with accessing the site or school building.

## **What has Malvern Way School done to help?**

Any disability or accessibility concern could regard immediate family members, or any carer bringing/collecting children to and from school.

The main strategies to bring about reasonable adjustments are contained in the school's action plan for Disability and Accessibility; however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents, and the school.

In developing the action plan, a subcommittee of the Governors produce a Disability and Accessibility Questionnaire and hold meetings with parents for them to raise issues and recommend improvements that could be made in the way the school provides for disabled parents/carers and children.

In response to the feedback from the questionnaire and parent meeting, a number of issues have been acted upon and some of these are:-

### **1. To raise the profiles of various disabilities with children**

Through class room teaching/learning, children have become more aware of the difficulties that some people have and how this affects their lives, and what the children can do to help or support them. Speakers have been invited in to give talks at assemblies.

### **2. The unevenness of some of the walkways to classrooms were viewed as a trip hazard especially for those less able to walk or wheelchair users.**

Following approval from the Governing Body for money to be spent from the budget, the School acted upon this by sourcing quotes from companies and then having the path around the mobile classrooms resurfaced.

### **3. The "no bike or scooting rule" in the playgrounds or school premises.**

Feedback from parents was that the number of children using scooters and bikes in the playground before and after school was an issue for those less steady on their feet or pushing wheelchairs or pushchairs especially in the narrower congested sections of the playgrounds.

The School implemented a "no bike or scooting" rule and pupils are reminded in assemblies about this. Access at the start and end of the day has now been made much easier for all. Newsletters and child friendly signs give reminders about this.

#### **4. A further disabled parking space in the car park**

Currently there is only one disabled parking space in the car park which is on a slight lean with grass to one side. It was suggested that this be moved to a flatter surface with tarmac on both sides.

Given the layout of the car park it is difficult to re-site this parking space without the removal of other spaces and drainage issues. Disabled badge holders are made aware to the school office and arrangements made in order that they can park in the school car park when visiting school. Any individual issues are addressed as and when they arise.

#### **5. Soundfield in the hall**

It was raised as to whether there could be improvement made to enhance the sound in the school hall especially during plays/concerts where pupils voices were not always heard from the stage to the rear of the hall (especially given the age of children). This work has been completed and is being used on a daily basis.

#### **6. Better Communication**

It was felt that information given by the school could be made clearer (i.e. for the visually impaired/English as a second language).

The Governing Body agreed that information would be provided at the new parent talks, new parent questionnaires would be updated to include personal information of parents as to whether they have any impairment etc, the website would be updated, larger print documents would be available if required and staff would be made aware so they are vigilant of parents or children with disabilities and how to support them.

For further details on any of the above please refer to the Action Plan.

If you have any further concerns or would like to discuss any area of disability, accessibility or the documentation provided, please contact the school office or Governing Body. Your views are always welcomed and taken into account.