



Medlock Primary School
Disability Equality Statement 2019 to 2020

Medlock Primary School as a fully inclusive learning environment therefore we are committed to the principles of the Disability Equality Duty and the proactive supporting of disabled people within the school community.

This statement incorporates the school's Accessibility Plan.

The school welcomes the statutory duties of the Disability Equality Act 2010 and will:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school;
- Eliminate discrimination that is unlawful under the Disability Equality Act 2010
- Eliminate harassment of disabled persons that is related to their disabilities;
- Promote positive attitudes towards disabled persons;
- Encourage participation by disabled persons in public life;
- Take steps to meet disabled people's needs which may require additional support;

The school readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision where it is practical to do so.

Definition of Disability

Medlock Primary School subscribes to the broader definition of disability contained in the Disability Equality Act 2010. This includes all students in receipt of Education Health and Care Plans, pupils with SEND issues who require 'reasonable adjustment' in order for full participation in school life as well as members of the school community with serious medical conditions.

Medlock Primary School defines disability in line with the Disability Equality Act 2010, *if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.*

For instance,

- Memory, concentration or understanding
- Speech, hearing or eyesight
- Mobility
- Physical Co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Perception of risk or physical danger
- Breathing difficulties – including asthma (Asthma plans are held for all pupils identified, through close liaison with the school nurse service).

Medical Needs

Medlock Primary School also acknowledges and supports those pupils who have short term medical needs that require support at the same level as those who have disabilities. 'Short term' is defined as less than 12 months. In such cases reasonable adjustment is made to the curriculum and expectations of movement around the school building and any arising pastoral issues are addressed.

Access Arrangements - Building

Medlock Primary School is fully accessible having ramp access to both ground floor and lower ground floor. An internal lift also provides access for staff or pupils with mobility issues.

All classrooms, including the school hall, have a 'sound field' loop system fitted to support children with hearing impairment and visualizers are used for pupils with sight issues. We work with Sensory support service to identify the specific nature of the needs that children have and how best to support them.

Access Arrangements – Curriculum and Assessment

Through highly quality and personalised learning opportunities all pupils are supported in accessing a varied and full curriculum. Where 'more than or different to' is needed, teachers, in conjunction with parents, will identify children as SEND and provide individual learning opportunities. Please see SEND policy for details.

During assessment and testing, all effort is made to identify and appropriately support children that would benefit from 'reasonable adjustment' in order for them to shine, furthering their opportunities to reach their full potential during these activities.

Transitions

Transition times can be difficult therefore every effort is made to support children moving between stages of education.

We have made and developed strong links with local private day care centres and offer opportunities for transition sessions in our nursery setting. On entry to Nursery 1 or Nursery 2 parents support the move to full time placements gradually, responding to the displayed needs of the children on an individual basis. When moving from N1 to N2, during the preceding term, children have multiple opportunities to work in the new setting with their existing key worker.

When a child has additional needs, these needs are considered and issues arising addressed in relation to the time scale and nature of the transition sessions.

In year movement, both into and out of Medlock is also reflects the individual needs of the pupil as defined by their identified needs. All CP guidance is adhered to when records are exchanged between settings.

When moving to High School every effort is made to communicate with the destination school and support smooth movement from setting to another. Where a child has additional needs, SEN issues or a disability, the nature of the issues and all successful support strategies are passed. Where possible, additional transition sessions are arranged.

Medlock Primary School's support

staff will accompany the children they work alongside during transitions if this is appropriate. Where issues continue into High School and if such action is appropriate, Medlock staff will endeavour to offer continued support.