

Packwood

Part of the Shrewsbury  
School Family



# Disability Policy, Reasonable Adjustments and Accessibility Plan

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Produced by: Bursar 1-9-25	
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Signed: James Pitt, Chair of Governors	

## **Introduction**

This policy can be made available in large print or other accessible format if required.  
This policy will be reviewed on an annual basis.

- This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- The Disability Discrimination Act of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools to discriminate against pupils with disabilities in admissions and exclusions, in education and in associated services. Now under The Equality Act 2010 schools must not discriminate against pupils with disabilities in the way they provide education for them or afford access to any benefit facility of service. Schools are also obliged to make reasonable adjustments for pupils with disabilities.
- From 1<sup>st</sup> October 2004 it is unlawful to discriminate against people with disabilities by preventing them from having access to premises.

## **What is disability?**

- The Equality 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 normal day-to-day activities.'
- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday lives.
- Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs and vice versa.

## **Aims**

- Our school aims to fulfil its legal obligations under the Equality Act 2010 and any related or subsequent legislation.
- To seek to identify and remove all unjustified direct and indirect discrimination against people with a disability.
- To ensure that pupils at the school with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- The school will not treat a pupil with a disability less favourably than others because of the nature of his or her disability.
- The school will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- The school will do its best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

## **Admission to the School**

- Depends upon the prospective pupil meeting the School's entry criteria. (Admissions Policy)
- The School's Admission policy applies to all pupils and potential pupils, regardless of any disability of which it is made aware by parents. The School has a legal obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with other pupils who are not disadvantaged because of disability.

## **Removing Barriers**

- The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.
- Disabilities can limit the extent to which children are able to participate in the curriculum and can impede the delivery of information. All steps will be taken to ensure that the curriculum can be delivered successfully to every child regardless of any disability that they may have.

- The Head of Learning Support has ensured that the necessary steps have been taken so that the children with Hearing Impairment are able to access school life and the curriculum. There are regular meetings held to discuss the needs of the pupil with a spinal injury between the SENCO and the lead carer/parents
- Staff will continue to be made aware of students with Disability or Special Learning Needs by the Head of Learning Support.
- Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum (Head of LS; HoD for inclusion with Department Handbooks; by discussion at Staff Meetings and Department Meetings).

### **The Physical Environment**

- We will endeavour to improve provision for disabled pupils, staff and visitors by developing the physical environment of the school, within the limits of the resources available.

### **The Curriculum**

- We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.
- We use language that does not offend and we make staff and pupils aware of the importance of language.
- The school regularly reviews the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- We seek and respond to guidance from the parents, children and outside agencies.

### **Information**

- We will always take account of disabilities, be they the pupils’ or their parents’. For example, communication with a parent who is visually impaired may need to be by telephone rather than letter.

### **Staffing**

- When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures and will not discriminate against people with disabilities.
- Should a member of staff become disabled, the governing body will make reasonable adjustments to that person’s employment arrangements, or to the premises, in order to enable them to continue in post, subject to sensible practicalities.
- All members of staff are entitled to professional development and training and are expected to take advantage of a continuous programme of professional development.
- This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, occupational therapists, educational psychologists, speech and language therapists, doctors, the school nurse and the sensory inclusion service.

### **Policy into Practice**

- The governing body is responsible for the school’s duty not to discriminate.
- A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.
- The Head will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.
- Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

## Reasonable Adjustments

- The Equality Act 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 at Packwood, users of Packwood and visitors to Packwood will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils, users and visitors.
- "Reasonable Adjustments" are employed by teachers in and out of the classroom to prevent substantial disadvantage to the disabled student.
- "Reasonable Adjustments" that the school does make include:
  - Streaming of classes and setting of some subjects takes place from Year 3 upwards;
  - Differentiation takes place in the classroom;
  - Teaching assistants are placed in lessons to support the less able children or those with particular needs;
  - Advice is given to all staff on techniques and strategies to employ when teaching children with difficulties (Head of LS & Speech & Language Therapist);
  - Availability of LS teachers to advise on children with difficulties;
  - Liaison with outside agencies such as Sensory Inclusion Service and LSAT;
  - Readers and amanuenses for children as required in exams;
  - Regular communication with parents;
  - Laptops/ipads can be used where appropriate in lessons/preps/exams;
  - Scribing takes places in lessons where needed;
  - Work is read to children with reading difficulties;
  - Photocopied work is provided for children with recording difficulties;
  - Text photocopied onto coloured paper where necessary;
  - Use of pencil grips;
  - Use of special pens/pencils to aid handwriting;
  - Use of Dictaphone to record preps;
  - Support with prep for children who have difficulty reading, writing, ESOL or understanding;
  - Assessment by a specialist teacher where necessary in addition to the routine annual assessments of cognitive ability, reading ability, spelling ability and maths ability;
  - Additional time to complete work is provided;
  - Lessons designed with short tasks for children with concentration difficulties;
  - Key words displayed in classrooms and stuck into exercise books;
  - Visual or pictorial clues for tasks and instructions provided;
  - Significant adult provided for children with Asperger's Syndrome;
  - Handwriting support provided;
  - Movement programme provided for children with dyspraxic difficulties;
  - Coloured overlays provided;
  - Tasks broken down into stages;
  - Pupils sat in appropriate places within a classroom;
  - Communication and support provided for parents;
  - Structured routine;
  - Bags for children with ASD to organise belongings;
  - Use of wobble cushions, footstools and ordinary cushions for aiding correct seating position;
  - Extra tuition where necessary;
  - Creating a teaching base for the wheelchair pupil;

## Monitoring and review

- It is the School Bursar's (Mrs Natalie Shaw) responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures.
- The Head implements the school's disability non-discrimination policy on a day-to-day basis and ensures that all staff are aware of the details of the policy as it applies to them.
- The Head reports to governors termly on matters regarding disability discrimination.
- This policy will be reviewed annually.

# Accessibility Plan (2024-2027)

## Introduction

This policy can be made available in large print or other accessible format if required.  
This policy will be reviewed on an annual basis.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA. This has now been superseded by the Equality Act 2010 (Schedule 10):

- not to treat disabled pupils less favourably for a reason, related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

A number of individual students are already in the school with specific requirements. These are already being dealt with and each has their or are having their accessibility requirements met in line with the DDA. Student specific information is available within school to appropriate parties but is not published with this plan for reasons of confidentiality.

## Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities."

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include, for example, children with a learning disability, sensory impairment, severe dyslexia, diabetes and epilepsy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome.

## Main Objectives

- To reduce and eliminate barriers to access to the curriculum
- To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, prospective pupils and adult users with a disability.

## Statement

Packwood School was established in an old Victorian building and, therefore, there are some areas of the school where it is not practicable to provide physical access to all disabled users. Where it is reasonably possible to provide physical access to disabled users then the school is working towards doing so.

## **Principles**

Packwood School recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002). (DRC – Disability Rights Commission)

### **The school:**

- Recognises and values parents' knowledge of their child's disability and its effect on his/her ability
- Respects the parent's and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

This Accessibility Plan should be read in conjunction with the following policies and documents:

- a. Equal Opportunities Policy
- b. Health and Safety Policy
- c. Curriculum & Learning and Teaching Policy
- d. Policy for Special Educational Needs
- f. Admissions Policy
- g. Risk Assessment – Off site Activities and Visits
- h. Disability Policy

## **Provision**

This section outlines the main provisions that Packwood Haugh School has made and is planning to make, to achieve the key objectives.

### **Delivery of the Curriculum**

- Staff receive training in making the curriculum accessible to all pupils and are aware of its importance.
- The school will continue to seek and follow the advice of its Learning Support Department and outside agencies and professionals where appropriate.

### **Physical Environment**

Packwood School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

There are four dedicated disabled parking spaces which are strategically located around the school.

The site has been made more accessible, to most areas, with the installation and use of ramps (a combination of both permanent and portable).

There are disabled toilets in the Sports Hall complex, the theatre and in the Packwood Acorns. These toilets are all centrally located and easily accessible from all areas of the school. In addition the toilets in the Packwood Acorns and the Sports Hall complex are fitted with disabled showers.

In the Sports Hall complex there is a lift to enable access to the facilities upstairs and there is also a lift in the theatre to enable access to the stage.

### **Provision of information in other formats**

The school can make arrangements for information to be available in other formats on request e.g. enlarged print version.

### **Previous Plans**

The school has had in the past profoundly deaf children and a tetraplegic child on the role and has made all necessary adjustments to allow their full participation in the school curriculum.

#### Action 2009-2012

- There is no major building development planned for the next three years with regards to school buildings. A new house will be built on the site for the Head and this will meet with all statutory requirements.
- Increase ramped access to classrooms in the clock yard.
- General maintenance will be taking place and therefore due consideration will be given when replacing any flooring or wall materials.
- There is a programme for updating the lighting as lighting is replaced.

#### Action 2012-2015

- There is a programme for updating the lighting as lighting is replaced.

#### Action 2015-2018

- General maintenance will be taking place and therefore due consideration will be given when replacing any flooring or wall materials.
- The staff received training on teaching children with special educational needs in September 2015.
- Improvement to steps for visually impaired pupils and visitors ongoing over 3 years.
- Provision of enlarged font on Interactive White Boards for visually impaired pupils in Acorns and enlarged font on the computer for individual use.
- Improve wheelchair access for visitors around the school.
- Produce an enlarged font version of the school prospectus in 2018.
- Mental Health First Aid training for staff
- Improved lighting – ongoing over 3 years

#### Action 2018-2021

- Review ramp access to different parts of the site
- Continue to make staircases appropriate for visually impaired.
- Improved lighting in Park House/Acorns outside area
- Mental Health Action Group set up
- Mental Health work with children

#### Action 2021-2024

- Continue work on mental health with children
- Continue to look at use of dictate and read on Microsoft word
- Continue to review accessibility for visual impairment

### **Current Plan 2024-2027**

- More use of technology to enable pupils to access the curriculum
- Use of peer support for children