

# Hyde Park Infant School

## Disability Policy

The Special Educational Needs and Disability Act (DDA part IV) requires schools to anticipate the needs of disabled pupils and to make “reasonable adjustments” to ensure that pupils are not substantially disadvantaged. Some examples of reasonable adjustments which could be made by Hyde Park Infant School are:

- Providing specialised equipment, such as special seating, writing slopes, induction loops in classrooms.
- To provide pupils with adapted worksheets (e.g. large print, simplified layout)

The definition of a disability, as set out in the Special Educational Needs and Disability Act, includes pupils with

- Physical disabilities / mobility issues
- Sensory impairment (visual, hearing)
- Mental health problems
- Chronic illness (asthma, epilepsy, diabetes)
- Medical conditions which may cause pain or symptoms which affect learning (side effects of treatment, poor attention, poor concentration) Asperger’s Syndrome, Autistic Spectrum Disorder, ADD, ADHD etc.
- Specific learning difficulties (e.g. dyslexia, dyspraxia)
- Any other condition which impacts on a pupil’s ability to study

The DCFS Admissions Policy states:

'The School Admission Code ensures a fair and straightforward admissions system that promotes equity and fair access for all. This code, the School Admission Appeals Code and related legislation have statutory force which admission authorities, governing bodies, local authorities, admission forums, schools adjudicators and admission appeal panels must comply with.'

However Plymouth Local Authority have advised that they will not admit any children to our school who have a physical disability at the time they apply to the school. Similarly, the school itself has been advised by the authority not to admit children with disabilities. This is because the building itself is considered unsuitable for children with physical disabilities and unsuitable to be altered to accommodate them.

Hyde Park Infant School was built in 1904, is arranged over two floors, with mezzanine levels, and has a separate two classroom annexe. Both buildings have issues with access. The entrances to the main building are accessed via two flights of stairs (one external, one internal). Similarly, the annexe entrance has a large step before the main door.

Hyde Park Infant School will strive to provide access to buildings, facilities, curriculum and information.

A disability access audit for pupils, staff, and visitors was carried out in the Autumn term 2017 and the main findings form the school Access Plan attached to this policy. The audit highlights many of the key issues which need to be addressed to improve disability access.