



**REGENT  
PRIMARY  
SCHOOL**

# **Disability and Accessibility Policy**

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Reviewed by Registrar: August 2022

Previous Review: August 2020

Approved by the Board:

## THE SCHOOL CONTEXT

The Regent School is a caring environment where each child and adult is valued and able to learn, play and achieve. It is a large primary day school (500 pupils) serving the city of Abuja in Nigeria. English is the language of learning but for many of the pupils it is not the language used at home. The school has three clear departments within the school grounds: Upper Primary (Years 4-6), Lower Primary (Years 1-3) and the EYFS (playgroup, nursery and reception). The EYD is self contained whilst UP and LP occupy buildings on opposite sides of the school grounds. The hall and sports field are central to all departments but the Art and Music rooms are situated within the UP and shared between UP and LP. There is a large number of steps between the two departments.

There are a number of children on the Learning Support Programme and the Gifted and Able Programme. The school has recently appointed a co-ordinator for additional needs.

## OUR COMMITMENT TO INCLUSION

The Regent School recognises that disabled pupils are made up of the following groups: physical, medical, sensory, behavioural and those with learning difficulties. A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

### **Aims and Values:**

- To create an environment that is non-discriminatory towards disabled pupils and their families.
- To provide equal access and opportunity to the curriculum for all children.
- To value all children.
- We want all our children to succeed and be successful when they leave The Regent School irrespective of their ability or of any disability they may have. We therefore actively encourage and motivate all our children to do their best.
- We strive to foster positive attitudes towards disability through our assemblies, teaching and learning, the curriculum and within the wider community.
- The school's desire is to enrich the lives of all our pupils by pursuing an inclusive policy towards all pupils which reflects the diversity of our community and our school values. In addition to this, the school places equal importance on ensuring that no pupil's education and progress is impaired by the disability of another student or the safety of other children compromised.

## **Admission to The Regent School**

The Regent School practices an admission policy that is non-selective. We endeavour to educate and develop prospective pupils to the best of their potential, and in line with the general standards achieved by the pupil's peers. Our school policy is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is made aware by parents or outside agencies. When pupils with additional needs enter the school the co-ordinator for additional needs liaises with the Headmaster, parents and where possible, the previous educational providers to ensure that the children's needs can be addressed on admission.

To achieve our aims, the school has produced this Disability/Accessibility Policy. The school community will: -

1. Review the school's Disability Policy and Accessibility Plan at least every three years.
2. Make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments.

## **Physical Access**

- Parents should be aware that the school site covers a wide area, is situated on more than one storey and has no lifts or ramps.
- The campus is not suitable for those with limited mobility.
- Staff will continue to be made aware of pupils with Disability or Special Educational Needs by the Additional Needs Co-ordinator or the School Nurse.

## **Education**

- Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning patterns of all the pupils according to their abilities and needs. Such differentiation should be reflected in IEPs and Schemes of Work.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety.
- The school provides some auxiliary support such as a classroom assistant.
- The school ensures that disabled children have their full entitlement to outside visits.
- This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios, notification to place of visit and pre-visit to site if appropriate.
- The Additional Needs co-ordinator will ensure that disabled children have access to suitable furniture, classroom adaptations, aids and resources (pens, scissors etc).
- In assessing any pupil the school may take such advice and require such assessments e.g., Educational Psychologist's report and recommendations as it regards as appropriate.

### **Sporting & Recreational Activities**

- The school will continue to provide equal access to all school activities for disabled pupils, within the constraints of the physical nature of the site and the Health and Safety implications. Where an activity is inappropriate due to a child's disability, alternative activities will be provided.
- Individual Risk Assessment will be provided for disabled pupils engaged in school trips or visits.
- Provisions will be made for children unable to participate in activities such as playtime, as a result of weather or illness. Generally, all children are encouraged to take part in all aspects of school life.

### **Welfare Awareness**

- Staff and pupils are to be made aware of disability and understand its effects and accept and support disabled pupils as part of School life.
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with welfare duties and to improve our educational provision.
- The school's Equal Opportunities Policy, Anti-Bullying Policy, Codes of Behaviour, Staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled pupils, thereby improve understanding and integration.
- The school will agree with parents, appropriate regular means of communication with regard to the pupil's progress, behavioural issues and the effects of any medication.

### **Policy into Practice**

- The Board is responsible for the school's duty not to discriminate.
- The Headmaster 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/carers or staff with disabilities.
- Parents/carers, staff and pupils are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

This policy will be reviewed annually

#### Related Policies:

- Anti-bullying Policy
- Confidentiality
- Equal Opportunity
- PSHE /Citizenship
- Inclusion / Additional Needs

#### Action Plan Review Format

Actions/ by whom

Promote equality of opportunity:	Headmaster and Board
Training for staff on relevant issues:	CPD coordinator CPD file INSET
Continue Values Ed, and Dedicated assemblies:	Headmaster/HoDs /Teachers
Planning-Appropriate differentiation:	Teachers/HoDs
List of school 'Values'-The 3Rs clearly on display:	
Regular PSHE/Circle time in class to address key issues:	Teachers
Monitoring of progress:	Additional Needs Coordinator /HoDs/Teachers

#### Conclusion

This Policy Document both guides and reflects current practice in Admissions at The Regent School. It is up to date and current at the time of writing (Sept. 2021) and will be due for review in Sept. 2022.