



## **DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN 2020 - 2021**

- **MEDICAL**
- **CURRICULUM**

The application of this policy and procedure ensures that no employee receives less favourable treatment on grounds of sex, trans-gender status, sexual orientation, religion or belief, marital status, civil partnership status, age, race, colour, nationality, national origin, ethnic origin, disability, part time status or trade union activities.

**POLICY REVIEW DATE: September 2021**

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# DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN 2020 – 2021

Disability is considered a 'protected characteristic' under the Equality Act 2010. Therefore it is unlawful, in the context of education, for an education provider to discriminate directly or indirectly against a pupil on the basis of their disability.

The Equality Act 2010 defines a disabled person as someone who 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'. This definition of disability covers a broad spectrum covering pupils currently attending The Brittons Academy.

- Diabetes
- Epilepsy
- Multiple Sclerosis
- Sickle Cell
- Cystic Fibrosis
- Epipen/allergies
- Hearing and sight impairments
- People with mental health conditions or learning difficulties/disabilities

## Vision and Values Statement

The Brittons Academy are committed to the Principal of Inclusion and equal opportunities increasing the extent to which disabled pupils can participate in the school curriculum. The Brittons Academy values all members of its community and celebrates their success and achievements. We endeavour to make 'reasonable adjustments' for disabled pupils so they are not at a substantial disadvantage. We aim to promote positive attitudes towards all pupils and ensure those with disabilities are not treated 'less favourably' in any practices.

We ensure Equality of all pupils is included in all school policies/document. Equality at school usually leads to success in later life. As a school we are committed to raising standards for all our pupils so that they can reach their full potential. We recognise that financial disadvantage and SEND are closely linked to underachievement than are gender and ethnicity. We endeavour to narrow the gap and raise the attainment gap and improve outcomes for all disabled and disadvantaged pupils. Our admissions system is fair and transparent for all pupils regardless of race, ethnicity, gender or ability.

At The Brittons Academy children with medical conditions, in terms of both physical and mental health, will be appropriately supported so that they can

play a full and active role in Academy life, remain healthy and achieve their academic potential. Children with medical conditions will be encouraged and supported to access and enjoy the same opportunities at school as any other child.

We recognise that pupils with long-term and complex medical conditions may require on-going support, medicines or care whilst at school to help them to manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. The Brittons Academy recognises that each child's needs are individual.

We also recognise that needs may change over time, and that this may result in extended absence from school. The Academy will make every effort to minimise the impact upon a child's educational attainment and support his or her emotional and general well-being, including any necessary reintegration programmes. The Academy will strive to give pupils and their parents confidence in the Academy's approach.

The Academy recognises that some children who require support with their medical conditions may also have special educational needs and may have a Education, Health and Care (EHC) Plan – also introduced by the Children and Families Act 2014. We will work together with other schools, health professionals, other support services, and the Local Authority. Sometimes it will be necessary for the Academy to work flexibly, for example, by means of a combination of attendance at school and alternative provision / personalised learning.

### **Policy arrangements**

- The Principal will ensure that sufficient staff are suitably trained.
- All relevant staff including supply and other temporary staff will be made aware of the child's condition.
- Cover arrangements will be put into place to cover for staff absence to ensure appropriate provision is always available.
- Risk assessments will be put into place for educational visits, and other Academy activities outside the normal timetable, and
- Health Care Plans (HCPs) will be monitored and involve appropriate health care professionals.

## GENERAL DUTIES AND PRIORITIES

- To make staff aware of the range of disabilities and how such disabilities may limit access to the curriculum for certain pupils.
- Provide training for staff to support the teaching of children with Learning difficulties, disabilities and medical conditions.

## OBJECTIVES AND IMPLEMENTATION

The Brittons Academy is committed to a whole school approach led by the Governing Body and Senior Leadership Team

- Resources and training needs will be provided and reviewed annually
- Ensure classrooms are accessible, increasing levels of participation and independence ensuring staff are responding the diverse needs of all our pupils
- Ensuring staff are fully aware of pupils needing additional support and differentiation
- Use Learning Support Assistants effectively to support the class teacher in making the curriculum accessible to all pupils
- Plan all extra-curricular, leisure and cultural activities ensuring they are accessible to all children
- Increasing access and opportunities for disabled pupils will often require multi agencies working in partnership, completing referrals when appropriate
- Review of the Disability Equality Scheme/Accessibility Plan will be reviewed annually
- A copy of the plan The Disability and Equality Plan will be published in the school's website.

## HOW PEOPLE WITH DISABILITIES ARE INVOLVED

- During Annual Reviews of Pupils with Special Educational Needs and Disabilities
- Student Council
- Recruitment, development and retention of disabled people
- Primary Transition information from previous schools staff, parents and pupils are involved in providing information. This is collated and distributed accordingly
- Health Care plans are reviewed annually
- Staff and parental questionnaires
- The Governing Body have an opportunity to review and amend plans accordingly
- Disabled pupils are given equal opportunities to hold positions of responsibility

## **Procedure to be followed when notification is received that a pupil has a medical condition**

The Academy, in consultation with all relevant stakeholders including parents, will:

- Ensure that arrangements are put into place to cover transition from another setting, upon being notified that a child is coming into the Academy with a medical condition. These may vary from child to child, according to the existing HCP.
- Ensure that arrangements are implemented following admission to the Academy or when the needs of a child change.
- Put arrangements into place in time for the start of the new term.
- In other cases, such as a new diagnosis or children moving to a new school mid-term, make every effort to ensure that appropriate arrangements are in place within two weeks of diagnosis/admission.
- Provide support to pupils where it is judged by professionals that there is likely to be a medical condition.
- Ensure that any staff training needs are identified and met.

## **Health Care Plans (HCP)**

The Academy's Designated Staff Member under the management of the Assistant Principal of Inclusion and Learning Support will normally be responsible for developing HCPs – in liaison with, and with appropriate oversight of, a relevant healthcare professional (e.g. school nurse / nurse specialist – diabetes / epilepsy / paediatrician, etc). The purpose of an HCP is to ensure that there is clarity about what needs to be done, when and by whom. An HCP will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, and they are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex and require specific management. However, not all children will require an HCP. The Academy, healthcare professionals and parents will agree, based upon evidence, when an HCP would be inappropriate or disproportionate. If consensus cannot be reached, the Headteacher will make a final decision.

The HCP is confidential to parents / young person and to those Academy staff who need to know. The level of detail within an HCP will depend upon the complexity of the child's condition and the degree of support needed. Where a child has a special educational need, but does not have a EHC Plan, their special educational needs will be referred to in their HCP.

HCPs, and their review, may be initiated, in consultation with the parent, by a member of Academy staff or a healthcare professional involved in providing care for the child. HCPs will be drawn-up in partnership between the Academy, parents, and a relevant healthcare professional, e.g. Specialist or Community / School Nurse / other health professional. Wherever possible, the child should also be involved in the process. The aim is

to capture what needs to be done to help staff and the child manage their condition and overcome any potential barriers to getting the most from their education. Responsibility for ensuring the plan is finalised rests with the Academy.

HCPs will be reviewed at least annually or more frequently if evidence is presented that the child's needs have changed. HCPs are devised with the child's best interests in mind, ensuring that an assessment of risk to the child's education, health and social well-being is managed minimising disruption. Reviews will be linked to any EHC Plan, as appropriate.

### **Managing medicines on Academy premises**

Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside Academy hours. Where this is not possible, the following will apply:

- Medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to do so.
- No child will be given prescription or non-prescription medicines without their parent's written consent – (except in exceptional circumstances where the medicine has been prescribed to a young person without the knowledge of the parents).
- Non-prescription medicines will be administered / managed by parents, as far as is reasonably practicable, should they be needed during the Academy day. For the administering of non-prescription medicines during an educational visit, parents should provide written consent.
- No child will be given a medicine containing aspirin unless it has been prescribed by a doctor. Parents will be required to give their written consent.
- The Academy will only accept prescribed medicines that are in-date, labelled, provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage. The exception to this is insulin which must be in-date, but will generally be inside an insulin pen or pump, rather than its original container.
- Medicines will be stored safely. This will be in the Main Office. Children who need to access their medicines immediately will be shown where they are. Children who have their own asthma inhalers will carry them at all times. On educational visits, medicines will also be available and they will be looked after by a relevant member of staff.
- If a controlled drug has been prescribed, it will be kept securely and stored in a non-portable container. Named staff only will have access to such medication so that it can be administered to the specific child. The Academy will keep a record of doses administered, stating what, how and how much was administered, when and by whom. Any side effects of the medication will be noted.
- When no longer required, medicines will be returned to the parent to arrange for safe disposal.
- Written records will be kept of all medicines administered to children and parents / carers will be informed if their child has been unwell at school.

- The school has purchased two Salbutamol inhalers and two auto-injectors of adrenaline. These would only be used only in an emergency situation for a child who is in our care and in need of medication.

### Academy Staff

Any member of the Academy staff may be asked to provide support to pupils with medical conditions, including the administration of medicines.

Any member of Academy staff should follow the appropriate procedure when they become aware that a pupil with a medical condition needs help.

### Pupils

Pupils with medical conditions may be best placed to provide information about how their condition affects them. They will be involved in discussions about their medical support needs and contribute as much as possible to the development of, and review of, their HCP. Other children will often be sensitive to the needs of those with medical conditions and this will be considered as part of wider planning.

### Parents / Carers

Parents / carers should provide the Academy with sufficient and up-to-date information about their child's medical needs. At The Brittons Academy parents / carers are key partners and they will be involved in the development and review of their child's HCP, including its drafting. Parents / carers should carry out the action they have agreed to as part of its implementation, e.g., provide medicines and equipment and ensure they or another nominated adult are contactable at all times.

### Local Authority

The Brittons Academy will communicate / liaise with the Local Authority as appropriate / required by a child's medical needs / condition. The Local Authority has a duty to commission a school nursing service to this school. The Local Authority will provide support, advice and guidance, as appropriate.

### Providers of Health Services

The Brittons Academy will communicate / liaise with providers of health services as appropriate / required by a child's medical needs. Health services can provide valuable support, information, advice and guidance to schools, and their staff, to support children with medical conditions at school.

### Clinical Commissioning Groups (CCGs)

The Brittons Academy will communicate / liaise with CCG colleagues as appropriate / required by a child's medical needs. CCGs commission other healthcare professionals such as specialist nurses. They ensure that commissioning is responsive to children's needs, and that health services are able to cooperate with schools supporting children with medical conditions.

### **Staff training and support**

Training needs for staff will be assessed by looking at the current and anticipated needs of pupils already on roll. It may be possible to determine training needs by early information relating to a child about to be admitted to the Academy. All members of staff providing support to a child with medical needs will have been trained beforehand. Staff who provide specific support to pupils with medical conditions will be included in meetings where this is discussed. All staff training in relation to medical conditions will be recorded and signed off, including the competency level of that training.

The type of training, and frequency of refresher training, will be determined by the actual medical condition that a child may have and this will be supported by the Governing Body. Some training may be arranged by the Academy, and other types may make use of the skills and knowledge provided by the school nursing service, or specialist nursing services, among others. In some cases, a specific health care professional will be required to provide appropriate training. Training may involve on-site or offsite provision. Parents / carers and appropriate healthcare professionals will be asked to supply specific advice in relation to possible training requirements.

Staff will be made aware of the specific needs of each child with a medical condition and will be competent and confident to deliver the support. It must be noted that a First Aid certificate alone will not suffice for training to support children with medical conditions.

### **The child's role in managing their own medical needs**

At The Brittons Academy, the children who require medication or other procedures will be supervised in administering them or receiving them from a relevant member of staff. If a child refuses to take medicine or carry out a medical procedure, staff will follow the



procedure agreed in the HCP. Parents / carers and relevant health professionals will be informed so that alternative options can be considered.

### **Emergency procedures**

A child's HCP will clearly define what constitutes an 'emergency' and the action to be taken, including ensuring that all relevant staff are aware of emergency symptoms and procedures. It may be necessary to inform other pupils in general terms so that they can inform a member of staff immediately if they think help is needed.

If a child is taken to hospital, staff will stay with the child until the parents / carers arrive, or accompany a child taken to hospital by ambulance. Information in the Care Plan about the child will be provided to the emergency services at the call out stage, during any first response stage, or subsequent moving on to hospital.



# THE BRITTONS ACADEMY

## ACCESSIBILITY PLAN 2020-2021 - MEDICAL

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Health Care plans will be implemented for all pupils with a serious medical condition.	School nurse, first aid officer and parents/carers will be involved in writing the HCP	Staff will be made aware of the plan and the student name will be added to the medical register.	2020/2021	Adjustments will be made to support the student with their medical needs
Healthcare plans updated and changed as required. Record students with Health Care plans on the school support, in line with SEND Reforms	MS to liaise with school Nurse DJ (Dawn Jeffery) Linked documents to SIMS, medical tracker and medical register	Information disseminated to all staff LC/ MS	Updated annually 2020/2021	Plans have been implemented and adjustments made
To raise an awareness of pupils with medical needs and requirements	To make staff aware of their duty of care, and medical adjustments that have to be made.	Ensure staff cite and sign the medical register	2020/2021	Staff support students with medical needs. Medical register/placed in the staff shared area
Staff made aware which staff are First Aid and Epipen trained	Lists of staff trained will be compiled and disseminated by MS	Staff are aware that these lists are placed in the shared area, staff room and reception	Updated as changes to the lists are made/ on-going document to reflect changes in staff training	Staff refer to the lists when planning off site activities and trips

To ensure De-Fib equipment is on site	De-Fib training for PE staff and First Aiders	List of trained staff placed on staff noticeboard and Reception	2020-2021	To update staff training and equipment annually
The medical tracker to be fully implemented, recording and logging all incidents.	Key staff to be provided log in and training on new tracker.	All incidents to be logged on tracker.	2020/2021	All medical incidents logged accurately and consistently across whole school. Information and reports readily available.



## ACCESSIBILITY PLAN 2020-21 - CURRICULUM

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
To review areas of differentiation during lesson observations.	Through TLC's and Learning Review identify areas of weaknesses	Teachers more able to meet the requirements of pupils with SEND	2020/2021	Increased access to national curriculum
Planned series of CPD /TLC best practise to support teachers in ensuring high quality differentiation is being used in lessons	CPD linked to TLC Focus on differentiation ideas and strategies tried and tested triad /TLC  Include support staff in OFSTED training	An increase in SEND pupil participation is evident during lesson observations	2020/2021	Raise levels of achievement for SEND students
Raise an awareness of pupils with a range of disabilities.	To inform staff of new SEND Reforms	Teaching staff and LSA's are able to support the needs of pupils with disabilities within the classroom.	2020/2021	Learning Support Assistants are deployed effectively to support the Class Teacher in making the curriculum more accessible to <u>all</u> pupils

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
All extra –curricular, leisure and cultural activities are planned ensuring they are accessible to all children	Review all out of school activities/trips to ensure compliance with legislation	Increased access to all school activities for disabled pupils	2020/2021	Equal opportunities for all pupils
Increasing access and opportunities for disabled pupils	To offer EHCP	Pupils are able to access additional support that school is unable to provide	2020/2021	School working in partnership with outside agencies to provide a team around the child/family
Review of the Disability Equality Scheme/ Accessibility Plan will be reviewed annually	A copy of the plan The Disability and Equality Plan will be published in the school's website, with reference to it in the school prospectus	An improvement of the delivery of information on arrangements made for disabled pupils	2020/2021	The Brittons Academy are meeting legal requirements reviewing the plan annually