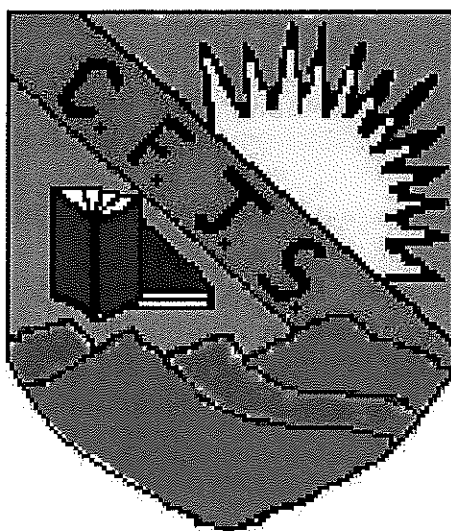


# **COLMERS FARM JUNIOR SCHOOL POLICY**

## **DATA PROTECTION POLICY**

**2016**



**REVIEW SPRING 2017**

## **Your Guide to Data Protection**

The Data Protection Act 1998 gives rights to you about how your personal information is obtained and used by Colmers Farm Junior School. The act also places obligations on Colmers Farm Junior School.

This guide informs you of your rights under the Data Protection Act and details how we handle your information.

### **What information do we hold and how do we obtain it?**

Generally, we receive information about you from one or more of the following sources:

- The previous school your child attended;
- The forms and associated documentation you submit to us;
- Data matching (see below).

### **For what purpose do we use your information?**

We use your information for one of a number of purposes, which are outlined below:

- The information will be used to allocate your child a place at school.
- Section 12 of the Children Act 2004 requires all children's services authorities in England to establish information sharing databases as part of the Every Child Matters agenda and move towards children's trust arrangements.

### **Caring for your Data**

We undertake that we will have in place a level of security appropriate to the nature of the data and the harm that might result from a breach of security. We further undertake that we will:

- Not hold information about you that is excessive in relation to the purpose for which it is processed.
- Keep any information about you accurate and where necessary up to date. To help us to do this, please keep us informed if any of your details change.
- Not keep data processed for any purpose or purposes longer than necessary.
- Process your information accordance with your rights under the Data Protection Act.

### **Your rights**

You have certain rights under the Data Protection Act in relation to the information we hold about you. These rights are set out below:

Access to personal data: you may request by writing to the school, details of the information that we hold about you and the purpose(s) for which it is held. We will provide the information in a permanent form, as at the time of the request, or, if later, of receipt of any supplementary information needed to establish your relationship with the school or verify your identity.

You are entitled, by notice in writing to require us to cease (or not to begin) processing personal data on the grounds that it is causing, or is likely to cause substantial damage or distress to you or another and that damage or distress is, or would be unwarranted.

This does not apply to where you have consented to the processing, the processing is necessary for the compliance with a legal obligation, or the processing is necessary to protect your interests. Where child safety and welfare may be compromised eg, in matters of child protection, then access to information will not be possible.

You are entitled, by notice in writing, to require us to stop using information about you for the purposes of direct marketing. Direct marketing means the communication (by whatever means) of any advertising or marketing material, which is directed to you.

You are entitled, by notice in writing, to require us to ensure that no decision taken by, or on behalf of us and which significantly affects you, is based solely on the automated processing of your information.

## **CCTV**

CCTV operates within school and is used for the purposes of child protection and crime prevention. Review of the recorded images will be subject to control by designated staff (ICT, Admin & Head Teacher) and police access will be granted in the circumstance of a crime having been committed.

See also, linked document: School Publication Scheme under Freedom of Information Act 2012.

February 2016

**Policy adopted by FGB**

Signed .....  ..... **Chair of Governors**

Date ..... 25/2/16 .....

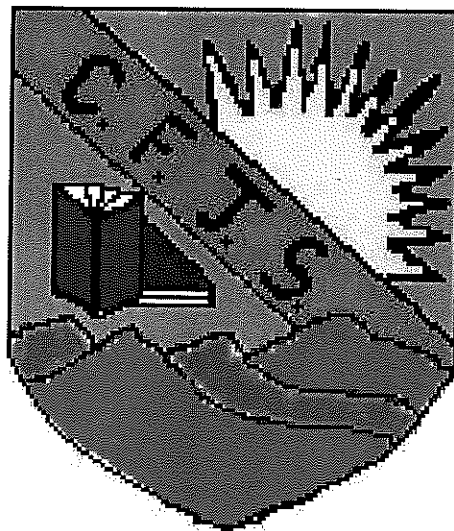
**TO BE REVIEWED FEBRUARY 2017**



# **COLMERS FARM JUNIOR SCHOOL POLICY**

## **DISABILITY ACCESS PLAN**

**2015-2018**



**REVIEW SPRING 2017**

## 1. Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes	Position as at January 2016
School is aware of the access needs of disabled children and staff	Ensure that policies and procedures reflect the needs of disabled children and staff	Ongoing	HT/SBM/GB	The school is able to respond to emerging needs of disabled pupils and staff	Ongoing and reviewed regularly
Ensure that all disabled pupils can be evacuated safely	Ensure that all staff are aware of access points for disabled and that Evac-Chairs are regularly serviced, maintained and staff are trained in their use.	Ongoing	HT/SBM/BSM	All disabled children and staff, and staff working with them are safe and confident in the event of fire or other causes of evacuation	Evac-Chairs most recently serviced December 2015; Staff to be re-trained
Improve external markings for visually impaired and other disabled people	Disabled parking bays remarked Handrails on ramp filled in Consider renewed signage	Ongoing	SBM/BSM	Signage and disabled facilities will be more visible	Largely in place, renewed signage to be reviewed after April 2016 (amalgamation)
Ensure passenger lift is operational at all times	Lift to be regularly serviced; key to be available on Reception and from Junior School Office	Ongoing	BSM/ Receptionist/ Office Staff	Access to first floor is available for persons unable to use stairs	Lift serviced 4 times per annum (2 x Otis; 2 x Zurich); Keys held in required locations and available for use
Ensure that disabled toilet and shower are functional at all times	Regular maintenance is undertaken – flushing shower head etc	Ongoing	BSM	Disabled facilities are available for use at all times	All in place, BSM undertakes regular checks of equipment in shower room

## 2. Improving Access to Information

Targets	Actions	Timescale	Responsibility	Outcomes	Position as at January 2016
School website to be accessible and comply with current statutory requirements	Ensure that website welcomes disabled pupils and parents, and those with SEN	Short term	HT/SBM	Parents/carers feel confident in the information that they have about the school	In place, under review (Jan 16)
It would be desirable to improve the internal signage for visually impaired people	Clearer signs in Reception with symbols	December 2016	HT/SBM/BSM	Signage is clearer, more concise and accessible for visually impaired people	To be reviewed when funding allows

### 3. Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcomes	Position as at January 2016
<p>To ensure <u>all</u> pupils are fully included in all lessons with appropriately planned activities designed to present the right level of support and challenge for them to make a full contribution and achieve success.</p>	<p>Identification of barriers to learning at all levels; school, subject and class.</p> <p>Use of a range of teaching approaches, learning resources and learning activities.</p>	Ongoing	All staff	<p>Lessons are planned to ensure that there are no barriers to <u>every</u> pupil achieving.</p> <p>High quality teaching and learning for <u>all</u> pupils.</p>	Monitoring and evaluation by HT/SMT/SENCO.
<p>To make use of a variety of resources, including ICT, that provide access to and supports learning for all.</p>	<p>Use and effectiveness of resources to be regularly monitored and evaluated.</p> <p>Planning for future resource needs.</p> <p>Advice and support from external professionals and support agencies.</p> <p>Training for all staff.</p>	Ongoing	Class Teachers/ SENCO/ ICT Coordinator	<p>Resources are matched to the needs of the pupils.</p> <p>Pupils are provided with opportunities to record their work in a variety of ways.</p>	<p>Advice from external professionals and support agencies acted upon.</p> <p>Recommended resources in place.</p>
<p>To provide all staff with an ongoing programme of professional development and support.</p>	<p>Training in new strategies and initiatives to promote and exemplify inclusive practice.</p> <p>Expertise from external professionals and support services drawn upon to meet identified training needs of staff.</p>	Ongoing	HT/SMT/SENCO	<p>All staff will receive appropriate training so that they have the knowledge and confidence to support pupils' needs.</p>	<p>Recent staff professional development has included Team Teach Training, Allergy Awareness/Epipen training and diabetes.</p>



To ensure all school activities are accessible to all students.	Risk assessments undertaken. Use of additional adult support.	Ongoing	All staff	The participation of disabled pupils in all extra-curricular activities including after-school clubs, school trips, performances and social events.	All school activities have been accessible to all pupils.
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**APPROVED BY THE FGB:**

Signed ..... *Valerie Seal* ..... **Chair of Governing Body**

Date ..... *24/1/16* .....

