

## Accessibility Policy for the Federation of St Sebastian's & St Cuthbert's Catholic Primary Schools, including the Field of Dreams Nursery (FOD)

### **Introduction**

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

### **Definition Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

### **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

### **Principles**

Compliance with the DDA is consistent with the federations aims and single equalities, and the operation of the schools' and nursery's SEN Policy;

The federation 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 Disability Rights Commission (DRC) Code of Practice (2002);

The federation recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

The school's and nursery provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum;

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

### **Activity**

#### a) Education and related activities

The federation will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.

The federations SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Physical environment

The school design is suited to providing wheelchair access as all learning environments are on one level with no internal steps.

The schools and nursery will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

The schools and nursery will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**Linked Policies**

This policy will contribute to the review and revision of related school policies/documents, e.g.

SDP

SEN Policy/ Plan

Equalities Policy

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Remarks</b>
<b>Equality and Inclusion</b>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	On-going.	
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	On-going.	
<b>Physical Environment</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Remarks</b>

Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then produce an Action Plan based on findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	On-going.	
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility	Any new construction will be fully accessible.	Long Term Until any new construction begins.	With view to St Cuthbert's new build.
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Discuss with relevant building contractor. To have the required needs implemented into construction plans and approved by governing body.	Full confirmation and approved prior to work commencing.	As and when necessary.	
School is aware of the access needs of disabled children, staff and	Create access plans for individual disabled children as part of IEP process, when and where necessary.	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.	As and when necessary.	Risk assessment to be carried out where necessary.

parent/carers. School staff are better aware of access issues.		Raised confidence of staff and governors in their commitment to meet access needs. All parents able to fully access all school activities.		
<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Remarks</b>
<b>Curriculum</b>				
Continue training for teachers and support staff on <b>current and relevant</b> aspects of SEND including differentiation when required.	Review the needs of children with specific <b>needs</b> , provide all relevant training.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On-going	<b>Priority to SEND training:</b> <b>SLT priority / SEND support &amp; training</b>  <b>Safeguarding update:</b> <b>Weekly staff briefing</b>
All out of school activities are planned to ensure <b>inclusion of all pupils</b> .	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	<b>EVC training a priority.</b> <b>Staff trained in procedures to be adhered to. EVC coordinators monitor Risk assessments completed for activities both on and off site in addition to individual risk</b>

				assessments completed for children / adults with additional needs.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example Sound Field Systems for hearing impaired.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually. On-going.	Learning environment reviewed regularly by SLT, SMT, LSIP, Governors & external assessors.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required	SENco/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangement.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	On-going	Modified print available / access arrangements as required. SLT trained in application for access arrangements.
<b>Written/other Information</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Remarks</b>

<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those who require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p>	<p>On-going</p>	<p>ICT / School website / texting being used to improve communication.</p>
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by the EAL Team for key information for EAL families.</p>	<p>School information will be available for all.</p>	<p>On-going as needed.</p>	<p>Effective use of translators for meeting with parents. staff using translating materials (ICT based) to support communication.</p>
<p>To continue improving communication for any hearing or visually impaired member of the school community.</p>	<p>To maintain and update systems to support access for these members of the community.</p>	<p>Pupils and parents and visitors who are hearing or visually impaired to be better able to access</p>	<p>Review annually.</p>	<p>Purchase of colour overlays / headphones used when necessary</p>

		verbal or written information.		
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