

St Paul's R.C. Primary School



'In Him we live and move and have our being'

Accessibility Policy and Plan for St. Paul's R.C. Primary School (2016 – 2019)

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.'

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the part (for example those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Key Objectives

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, parents and visitors with a disability.

Principles

Compliance with the DDA is consistent with the School's aims and single equalities and the operation of the schools' SEND Policy;

The school recognises its duty under the DDA

- 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).

St Paul's 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 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 National Curriculum 2014 framework which underpins the development of an inclusive curriculum;

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

Activity

Education and related activities

St Paul's 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 schools 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.

Physical environment

The school design is suited to providing physically disabled access as there are designated disabled car park spaces available, we are on a flat site and an accessible ramp is available at the side of the main entrance. We have an accessible toilet with closo-mat facilities available if required. 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.

Linked Policies

This policy will contribute to the review and revision of related school policies including:-

SEND Policy

Equality Policy

Review Date: March 2019

Accessibility Plan

St Paul's RC Primary School is committed to offering equal opportunities for all children in terms of admission, curriculum and premises irrespective of disability. We seek to remove barriers to education for pupils wishing to attend our school. The school has always worked closely with children, families and external agencies to provide full access to the curriculum and the life of the school regardless of a child's difficulties or levels of ability.

Aim	Strategies	Outcome	Responsible	Expenditure 2015-2016	Expenditure 2016-2017	Expenditure 2017-2018	Success Criteria
Availability of written materials in alternative formats for use in curriculum, information giving to parents.	Use of available services through the LA for converting written information into alternative formats	School is able to provide materials in appropriate formats if the need arises	All Staff Governors	£200	£250	£300	Appropriate materials have been made available in alternative formats
Staff awareness raising	Audit of staff training and development in specific areas	Training needs identified to inform decision making	All Staff Governors	£200	£200	£200	Training needs as highlighted
Staff training and development as highlighted by the audit	Appropriate courses and communication with outside agencies	Skilled / competent workforce	All Staff Governors	£200	£200	£200	Skilled staff showing evidence of good practice in differentiating the curriculum
Provide adapted ICT equipment	Audit school resources taking advice from outside agencies	Pupils with disability will have increased access to appropriate ICT equipment if the need arises	SLT Governors	£400	£400	£450	Pupils would show evidence of improved ICT skills
Governor Training	LA training opportunities on SEND	Governors fully aware of the requirements of the act	Governors	FOC	FOC	FOC	Governing body meeting the requirements of the Disability Act. Governor support to provide training as part of the Service Level Agreement
School Plans to improve access to designated areas both external and internal.	Planned use of minor capital delegated resources.	Full accessibility to all areas of the school and grounds	Governors	£1,000	£1,000	£1,000	Creating a safer environment and physical accessibility of school increased/improved