

# ST MARY'S CATHOLIC PRIMARY SCHOOL & NURSERY



## **Disability Equality Scheme and Accessibility Policy**

This Policy will be reviewed in Sumer Term 2018



# Disability Equality Scheme and Accessibility Plan

## Introduction

At St Mary's Catholic Primary School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors are encouraged to live out our mission statement.

We aim to ensure that all who are touched by our school feel valued, cared for, listened to and encouraged and to challenge themselves to be the best that they can be.

This Accessibility Plan will outline how we, at St Mary's Catholic Primary School, promote disability equality for all disabled pupils, staff, parents, governors and other users of our school.

This Scheme and Plan should be read in conjunction with the school's other policies on Equal Opportunities and Special Education Needs. It is based on the following core values and ethos as expressed in this School's mission statement.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached to this policy is an action plan showing how the school will address the priorities identified in the plan.

St. Mary's Catholic Primary School

Our Mission Statement

At St Mary's we will:-

Enable each child to develop a deeper understanding of the Catholic faith, promote respect for religious and moral values and tolerance of other races and religions

Foster the growth of each child's potential through the development of respect for self and others

Promote the individual talents and abilities of pupils to ensure that each child fulfills his or her full potential.

Promote an understanding and care of the environment in which each child finds him or herself.

Promote a close and co-operative relationship between home, parish and school.

In the school community we live by the motto:-

SEQUERE MARIAM IN FIDE

Follow Mary in Faith

Our school has a duty to promote disability equality and also to publish a Disability Equality Scheme which explains how we are doing this now and what we plan to do over the next three years.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

Since September 2002, the Governing Body has had key duties towards students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

In addition, the statutory inclusion statement in the National Curriculum for England describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of students. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.
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In order to achieve these aims, all members of our community must be able to access provision when they attend school. The values of respect and responsibility underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled students.

### **What Do We Mean By Disabled?**

There is a definition in the Disability Discrimination Act 1995, which indicates that we consider someone to have a disability if he or she has a physical or mental impairment or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities.

Our school, St Mary 's Catholic Primary school, is situated in Brewood.

The majority of children in the school come from a background with a high percentage of adults attending or having attended higher education. There are a high percentage of high social class households with a low percentage of ethnic minority children and a low percentage of over crowded households.

The school currently has 92 children on roll aged from 4-11, boys and girls. The school is divided into 7 year groups, from Reception to Year 6, which are split between four classes, though all areas of the school are available for use by all pupils. Class teachers and Classroom assistants have responsibility for each class.

### **Collecting and Using Data Effectively**

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning.

### **Creating a list of people with a disability**

- We have created a list of pupils who have a disability that fits the description given in the Disability Discrimination Act 1995. We have included all the pupils on the Special Educational Needs Register then added pupils with known medical condition. Finally any other children, known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.
- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors and other users of school will be ongoing.
- An audit of attendance, termly, and exclusions, yearly, related to disabled pupils will be carried out.
- An audit of pupil performance in KS1 and KS2 SAT will be used to look for trends and areas to improve.

### **Developing the Scheme with as Many Views as Possible**

It is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities. Parents and staff have initially offered their ideas for how the school can meet the needs of the members of our community that are disabled. The Disability Accessibility Plan has planned opportunities for pupils and others users of our school to express their ideas.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently.

- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme - through training and 'awareness raising' - so that staff and pupils in every thinking about being proactive in including disabled people in every aspect of school life.

Our school offers good access to disabled users at the moment but we are keen to find out how we can improve this, at present our

School building is

- Built on one level with a ramp leading up to KS1.
- Corridors and communal areas, such as the school hall are well lit and free of obstacles
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility and access issues relating to the building each year at the Governors Finance, building and general purposes committee.
- Disabled toilet facilities have been available since June 2008

### Curriculum Access

We are a fully Inclusive school.

- We have Dyslexia Friendly Status.
- We are a Healthy School
- Children are taught using a variety of teaching and Learning methods.
- Children are given layered learning targets in Numeracy and Literacy. They also have a Personal Targets. All of these targets are monitored closely to ensure progress is being made.
- All teaching staff are trained in 'Assessment for Learning' and this is regularly updated.
- Learning plans are written, SEN register is kept up to date and includes details if intervention programmes offered to pupils.
- The school has provision mapping in place for SEN provision
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Analysis of Value Added figures will help school to see how effective extra support sessions, for pupils with specific learning needs, have been.
- Embedded support systems to make sure pupils who need assessments read to them have this support provided.
- Interactive white boards throughout the school use coloured backgrounds and text with suitable font and colour. (Can be helpful for dyslexic pupils.)

## **Communication Between Home and School**

School sends a Newsletter home every other Friday available in print and on the school website.

- The school operates a first response system for absences.
- School operates a texting system.
- A phone call is made to parents of children on the SEN register alongside written communication being sent out. There is always the offer to explain the reports sent home from outside agencies.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress. Written reports are sent out annually.

## **Achievements of Disabled People**

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

House Captains are voted in place by pupils and disabled pupils hold these roles successfully. Other responsible roles are also filled by a cross section of the pupils. E.g. School Council rep. Many other roles are fully represented by disabled pupils alongside everyone else -gardening club etc.

## **Looking towards making things better - Evaluation**

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'responsible adjustment' - to

- The building
- Learning and teaching styles (Staff undergo training where relevant such as for hearing impairment or visual impairment)
- Variety of methods of communication

The building and grounds will be improved to meet updated guidelines and any development will be done with consideration for disabled users.

- Regular audits of classrooms and resource areas to allow participation of all users

## **Learning and Teaching**

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Academic progress is monitored and consideration will be given to the Value Added Figure.

- All pupils on SEN register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working in a group of similar ability or by receiving 1:1 support in specific areas with a learning support teacher.
- Children receiving extra support will all have their individual support targets monitored and reported back to parents or carers.
- Using RAISE online and lesson observations by HT we track and analyse the achievement of all our pupils.
- Planning by subject leaders will need to identify the reasonable adjustments being made via differentiaion in their planning.

Reviews of the Policies in school is ongoing.

- o Anti-bullying
- o PSHE and Citizenship.
- o Equal opportunities policy
- o SEN Policy

### **Communication with all the school's users**

We aim to use a variety of communication methods

- Access to written information in the classroom is constantly being reviewed and information from disabled pupils and their parents is always valuable. The use of interactive whiteboards is throughout the school from Reception to Year 6. Staff continue to develop their use within their planning.
- Investigating the use of text reading facilities on the computer.
- Parents are informed that there is a weekly newsletter every Friday. These are also available on the school website.
- One area of concern is when parents themselves have difficulty accessing text. Further consideration of this is very important. For children on the Special Needs Register, the school phones parents while also sending any formal letters to parents, explaining the nature of the information and offering an opportunity to come into school and talk through the details. Further research needed in this area to accurately identify the problems and ways to overcome them.

The effectiveness of these adjustments will be monitored regularly. This will include asking disabled users of the school for their opinions regularly.

Feedback will come from

- Pupil interviews
- Parent/guardian/carer questionnaire
- Staff opinion - all staff, teaching and non teaching - at staff meetings and discussions
- Governors
- Other users of the school

### **From this information :-**

- Findings will be collated by HT.

- Ideas will be discussed at staff meetings.
- Ideas will be developed alongside staff, parents and Governors
- Ideas will be discussed with staff/interested parties and School Council
- This will lead to implementation

### **Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive**

We will review the Action Plan annually at the Governors meeting during the Autumn Term. We will review the information gathered to ascertain if the actions taken have had a positive impact on the opportunities and outcomes for disabled pupils.

This can be done by:

- Regular Pupil Interviews termly.
- Staff awareness will be constantly raised. One staff meeting each term will have one issue linked with Disability Equality Scheme on the agenda.
- Parents opinions will be welcomed on a questionnaire sent home during the Summer Term relating to all school matters.

### **Revision Of The Scheme**

Constant reviewing will inform the scheme's revision, and setting new priorities on the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school. The revision will take place after three years - 2017.

Parents, carers and users of our school can request a copy of St Mary's Catholic Primary School Disability Equality Scheme and Access Plan from the school office and school web site. Requests can be made to have a copy in large print.

Autumn 2014

**Signed:**

**Mrs B Corbett  
Headteacher**

**Date: November 2016**

**Signed:**

**Mrs A Geoghegan  
Chair if ARC**

**Date: November 2016**

**To be reviewed: November 2017**