



## St John's Catholic Primary School BATH

Email: [stjohnsbath\\_pri@bathnes.gov.uk](mailto:stjohnsbath_pri@bathnes.gov.uk)  
Website: [www.stjohnscatholicprimary.org.uk](http://www.stjohnscatholicprimary.org.uk)  
Head Teacher: Mrs A Bennett

### **Accessibility Plan 2017/20**

*I am unique,  
In the eyes of God.  
All seeing, all knowing, all loving,  
He embraces our family,  
Parish, parent, child,  
All one with you.  
I am of the world,  
With the seeds of excellence within me,  
Encouraged to grow and flourish,  
To a spiritual fulfilment.  
I am unique,  
And with you beside me,  
All is possible*

This policy should be read in light of our Vision which states that:

### **A Unique School**

St. John's School is a learning community with a Catholic ethos founded on Gospel values. Through religious education, our prayer life and the general life of the school, our young people will be prepared to serve as witnesses to moral and spiritual values in the wider world:-

Children and adults are seen as made in God's image. Everyone in the School is encouraged to fulfil their **unique** role in creation. We recognise, develop and value every person – celebrating and encouraging their individual talents;

Christ-centred **morality** is central – “Love God and love one another”

Children and adults are supported to flourish - feeling happy, secure and loved;  
enabled to give of their best;

An **holistic** approach is central to our raison-d'être - the mental, physical, emotional, spiritual, moral, cultural and social growth of each child is encouraged to develop to full potential;

Together, we aim for **excellence** (achievement in all areas);

Children and adults feel a sense of dignity and self-worth. To embed this **inclusive** approach, we act and listen, valuing the dignity of everyone and treating them fairly;

Success is celebrated and is a frequent experience;

In partnership with home and parish, we prepare our children for their lives as good citizens in the world **community**.

Characteristics needed to ensure our vision is achieved

## **Introduction**

This plan 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 of 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, prospective pupils and our adult users with a disability.

## **Principles**

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school 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.
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. 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 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 learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.

## **Our aims**

St John's Catholic Primary School aims to include all pupils, including those with disabilities, in the full life of the School. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-School activities including all School trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly

- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the School to cater for the needs of pupils with disabilities
- by providing information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

### **Actions to ensure equality for pupils with disabilities**

In order to achieve the key objective, St John's Catholic Primary School has identified the following points for objectives:

#### **1. Information gathering - to ensure that the needs and aspirations of groups of users are met and understood.**

We shall undertake a disability audit, annually using a checklist (see Appendix A). As a result of the audit, items will be added to the School Accessibility Plan and reviewed annually by the Resources Committee.

#### **2. To ensure access to curriculum – how does the School deliver the curriculum?**

Ensure that the school develops children's awareness of disability  
 Ensure staff are appropriately training able to use disability and SEN support resources  
 Please see Appendix A and School Accessibility Plan.

#### **3. To ensure that the physical environment of the School allows disabled pupils and adults to take advantage of education and associated services – Is the School designed to meet the needs of all pupils?**

To provide appropriate access to all users  
 To ensure that disabled adults are considered equally with others for posts in the school  
 To ensure adequate signage.  
 Please see Appendix A and the School Accessibility Plan

#### **4. To ensure that written information is accessible to pupils in a range of different ways – How does the School deliver materials in other formats?**

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.  
 Please see Appendix A and the School Accessibility Plan.

### **Other related School policies**

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

- School Development Plan
- School Premises Plan
- Special Education Needs policy
- Admissions policy

### **Publications for Guidance**

Accessible Schools: Planning to increase access to Schools for disabled pupils	Issued to all Schools in June 2002 (DfES Publications)
--	--

Schools Disability Code of Practice	Disability Rights Commission (DRC)
SEN Code of Practice	DfES
Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
Access for disabled people to School buildings (BB91)	The Stationery Office

**Useful telephone numbers:**

Equality and Human Rights Commission 0845 604 6610

DRC Helpline 0845 622 633

DfES Publications 0845 60 222 07002 637 833

Ofsted Publications 07002 637 833

QCA 021 8867 3333

**Signed:**

**(Chair of Governors)**

**Approved by Full Governing Body on: 5<sup>th</sup> December 2017**

**Review due: 5<sup>th</sup> December 2020**



