



St Benedict's Catholic School

Disability Equality Scheme and Accessibility Plan 2018 – 2021

Date last reviewed	September 2018
Reviewed by	Governing Body
Date of next review	September 2021



Disability Equality Scheme and Accessibility Plan

INTRODUCTION

At St. Benedict's Catholic Primary School we are committed to providing a high quality education, which promotes the spiritual, moral, social, intellectual and physical development of every child in our care, establishing equality for all users in school.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed as necessary.

SCHOOL PRIORITIES

1. Increasing the extent to which disabled pupils can participate in the school curriculum.

A whole school review of the new curriculum (DFE 2015) allows practice to be considered and elements impacting on disabled pupils identified.

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Refurbishment to the school in specified areas considers improvements to disabled access.

3. Improving the delivery to disabled pupils of information that is provided in writing for those pupils who are not disabled.

School policies are accessible via the website. The needs of individual pupils will always be considered and appropriate alternative formats identified.

The scheme incorporates the school's plans to increase access to education for disabled pupils and the action plan will address the identified priorities.



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THE DEFINITION OF DISABILITY

The Disability Discrimination Act 1995 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal daily activities. Normal daily activities are those which are carried out by most people on a regular and frequent basis.

The categories include:

- Manual dexterity
- Physical co-ordination
- Contenance
- Ability to lift carry or otherwise move everyday objects
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

The school has set the following priorities for the development of the vision and values that inform the plan:

- Develop a shared perception of disability with all staff
- Identify the scope of disability within the school

INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

St. Benedict's Catholic Primary School is a 1 form primary school with a capacity of 210 pupils. Learners are of mixed ability from a wide socioeconomic background.

We have an average of 10% SEN and this includes pupils with speech, language and communication needs, dyslexia, dyspraxia, ASD, etc. All of these pupils currently have access to the curriculum and extra-curricular activities.

This document should be read in conjunction with other relevant policies. Through implementing the Anti-bullying policy and undertaking risk assessments we will endeavour to ensure the safety of all our pupils.

Appropriate staff training is organised as needed to ensure knowledge of needs of pupils with disabilities, specific illnesses, allergies or SEN.

Through early intervention strategies, pupils needs are identified and appropriate support is offered. Regular tracking ensures that all pupils achieve.

The SENCO offers support to staff and parents and regularly reviews SEN provision.

We ensure that learners are offered opportunities to enjoy and achieve in a safe and healthy environment.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:



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- Revise computerised pupil tracking system in line with the new curriculum.
- Review systems to ensure provision mapping is effective

VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

Views of staff, pupils and parents are regularly taken into account through meetings both formal and informal.

The school has set the following priorities in respect of consultation on the plan.

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

To ensure continuing access for all pupils we will maintain the key elements of our curriculum planning which includes planning for children of all abilities. Advice from specialists will be sought where appropriate.

The school has set the following overall priorities for increasing curriculum access:

- Maintain current levels of provision, budget depending
- Update staff on new legislation and the needs of the children where appropriate

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

All relevant areas for developing the physical environment of the school are included in the Accessibility Action Plan.

Access to information may be improved for particular groups of pupils/parents by particular approaches, for example:

- Pupils with learning difficulties may be provided with information using simplified language;
- Pupils with language and communication difficulties may be provided with visual timetables;
- Access to information for parents may be through the use of: translation, large print, simplified language, using a symbol system or sound files.

The school has set the following priorities for providing information for disabled pupils:

- Maintain existing provision where relevant and review provision as appropriate.



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MAKING IT HAPPEN

The Disability Equality Action Plan is attached and it ensures that general and specific duties are covered under the Disability Equality Duty.

The scheme is available in the following ways:

- On the school website
- On request from the school office

The scheme will be reviewed annually and the Governing Body will be responsible for monitoring and evaluating the plan.



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TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT
<ul style="list-style-type: none"> The Pupil Premium funding is used appropriately to ensure that disadvantaged pupils have opportunities to maximise their achievements. 	<ul style="list-style-type: none"> Identify the disadvantaged pupils in our school. Make sure that teachers are aware of these families. Head Teacher to ensure that appropriate support is in place for these pupils and their progress is monitored. 	<ul style="list-style-type: none"> Disadvantaged pupils make appropriate progress in line with other pupils with similar starting points, and receive appropriate support for their learning and personal development. 	<ul style="list-style-type: none"> Funding identified through budget setting. Ongoing monitoring of pupil progress. 	
<ul style="list-style-type: none"> Training to identify specific learning difficulties and use appropriate teaching methods. 	<ul style="list-style-type: none"> Staff attend training as appropriate to needs. External agencies involved where necessary. 	<ul style="list-style-type: none"> Teachers are familiar with the criteria for identifying specific needs and how best to support these children. 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Extra-curricular activities and residential trips are planned to maximise the accessibility for all children. 	<ul style="list-style-type: none"> Review all out-of-school provision and evaluate its uptake by different groups. 	<ul style="list-style-type: none"> A wider range of Clubs will be attended by a variety of groups of children. All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements 	<ul style="list-style-type: none"> Ongoing as new opportunities are added to the range of out-of-school activities offered. 	
<ul style="list-style-type: none"> Classroom provision encompasses all learners including those with disabilities. 	<ul style="list-style-type: none"> Adapt the learning environment to ensure improved access to those with SEN. 	<ul style="list-style-type: none"> Usual support available for all learners 	<ul style="list-style-type: none"> February 2018 	<ul style="list-style-type: none"> Blue interactive whiteboard backgrounds. Visual timetables Colour photocopying of text.
<ul style="list-style-type: none"> Review support staff deployment 	<ul style="list-style-type: none"> Ensure that support staff are appropriately trained and deployed to maximise pupil access to the curriculum 	<ul style="list-style-type: none"> Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities 	<ul style="list-style-type: none"> Reviewed during professional meetings, target setting meetings, budget setting and structure for the new academic term/year. 	



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IMPROVING THE PHYSICAL ACCESS

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the school Travel Plan, Health & Safety Audits, Safeguarding audits and the premises development plan.

At the time of writing, there are no plans to extend the school. Should this need arise in the future we will work closely with the project managers and contractors to ensure that appropriate facilities are in place for physical access to the site, including during the building programme.

We will endeavour to keep parents informed of planned changes regarding accessibility to the site as any projects develop.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<ul style="list-style-type: none">• Provide disabled parking in the car park	<ul style="list-style-type: none">• Disabled parking area and sign in the car park.	<ul style="list-style-type: none">• Identified space and sign	<ul style="list-style-type: none">• December 2018	<ul style="list-style-type: none">• Signs up and space available

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<ul style="list-style-type: none">• Survey parents/ carers as to the quality of communication to seek their opinions as to how to improve	<ul style="list-style-type: none">• Send out survey to parents regarding quality of communication	<ul style="list-style-type: none">• School is more aware of the opinions of parents and acts on this	<ul style="list-style-type: none">• February 2019	



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EQUALITY STATEMENT

The school has an Equality Scheme which is reviewed regularly. This policy has been scrutinised under this scheme and an evaluation is included at the end of the policy.

An initial impact assessment under the school's Single Equality Scheme has been carried out for this policy	
A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary
E	Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified. PLEASE NOTE: Selecting this assessments will necessitate the need for legal advice