



## **St Anne's Catholic Primary School**

### **Disability Equality Scheme and Accessibility Plan**

#### **INTRODUCTION**

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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

#### **DEFINITION OF DISABILITY**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.



The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

#### THE DISABILITY EQUALITY DUTY (DED)

The Disability Discrimination Act 2005 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

#### **MISSION STATEMENT**

The primary objective of St Anne’s Catholic Primary School Disability Equality Scheme and Accessibility Plan is to safeguard the health, safety and welfare of pupils, staff and visitors, and to enable full access to the school and the school curriculum, including to those with disabilities.



We strive to ensure that:

- all members of the school community and visitors to the school are made to feel welcome, safe and comfortable
- all visitors are able to have a purposeful time whilst at St Anne's Catholic Primary School
- all learners are able to enjoy and achieve whilst they are here
- a sense of collective and personal responsibility for the well-being of the school community is fostered in all its members

To achieve these aims, we undertake to:

- Encourage in all at St Anne's Catholic Primary School high expectations and high standards
- Promote tolerance and respect for all cultures represented in the school
- Provide a caring environment within which each student is valued and is able to develop to his/her full potential
- Promote within the community a sense of pride and commitment to the school
- Provide a curriculum and quality of teaching which fosters an enjoyment of learning and develops skills for life
- Develop in students an understanding of themselves and to enable them to become responsible citizens with a social, cultural, economic and political awareness

Our Disability Equality Scheme and Accessibility Plan outlines;

- procedures for identifying possible barriers to learning and assessment for individuals and groups of pupils
- procedures for enabling teachers and school staff to set suitable learning challenges
- procedures for ensuring that teachers and school staff respond to pupils' diverse learning needs
- the actions planned to address and overcome these barriers
- the time-frame for completing these actions
- persons responsible for ensuring the actions are completed within the given time-frames



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

- To improve accessibility to site for disabled service users including barriers to physical access for wheelchair users
- To ensure that emergency and evacuation systems are set up to inform ALL pupils and staff (including those with disabilities)
- To raise awareness of disability issues with mainstream pupils
- To increase awareness of the ways in which parents of disabled children and young people can help to support their learning
- To consult with disabled pupils, staff and parents to determine their priorities for the school with regards to disability equality over the next three years
- To give a positive portrayal of people with disabilities
- To improve pupil and parent access to written information

Our Disability Equality Scheme and Accessibility Plan should be read in conjunction with:

DES and Accessibility Plan Action Plan (follows)

St Anne's Catholic Primary School SEN Information Report

St Anne's Catholic Primary School Behaviour Policy

## **INVOLVEMENT AND CONSULTATION**

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme and Accessibility Plan.

To determine their priorities with regards to disability equality, the school has set the following priorities in respect of consultation on the plan:

- School Council – Pupil questionnaires and wider issues will be discussed with the school council, members of which will take the issues back to their year groups for consultation.

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Disability Equality Scheme and Accessibility Plan

January 2019



- Individuals – Parents of pupils with SEN and identified disabilities will be canvassed for their views as part of the IEP and Annual Statement Review process.
- Outside Agency Advice – Specialist staff from the Inclusion Quality Mark involved in completing the school Audit in 2014.

## **MONITORING AND REPORTING**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

At St Anne's Catholic Primary School the achievement of pupils with disability will be monitored by the Assistant Head Teacher responsible for Inclusion and reported to the Head Teacher and Governing Body. The number of pupils with disabilities, the types of disability, and the satisfaction rates of disabled staff will be monitored by the Assistant Head Teacher responsible for Inclusion.

The school has set the following priorities for the development of information and data to support the school's Disability Equality Scheme and Accessibility Plan:

- To monitor and track the progress and attainment of disabled children through termly analysis of data
- To reflect the talents of disabled pupils through the More Able (MA) Register through analysis of the register to ensure equality of representation
- To give all pupils, including disabled pupils, equal access to Sport, Music and Drama, teams, school plays, and school council through collection of registers of participation in these activities to ensure equality of representation
- To monitor instances of bullying and harassment of disabled pupils and staff and use this information to improve services
- To inform staff of these procedures and their outcomes

It is important to monitor the impact of actions taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions. This will be done in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.



When requested, the Assistant Head of Inclusion will report on the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be shared with the Head Teacher and Governing Body, and the findings will be used to improve the Disability Equality Scheme and Accessibility Plan and feed into future practice.

### **INCREASING ACCESS TO THE CURRICULUM**

The school has set the following priorities for increasing the extent to which disabled pupils can participate in the school curriculum and to raise staff awareness on meeting the needs of disabled pupils including by:

- recognising and removing their barriers to learning
- recognising and removing the barriers to learning caused specifically by Autism and literacy difficulties
- increasing awareness of technology and practices available for meeting the needs of disabled pupils
- promoting high expectations and full participation of all students
- to improve access to resources and the physical environment within classrooms
- to improve quality of access to visual materials within classroom for all pupils, including those with special needs, EAL, or speech, language and communication needs.
- to increase the range of activities available within lessons for all pupils, in order to raise achievement and give all pupils the opportunity to experience success
- to give all pupils, including disabled pupils, equal access to Sport, Music and Drama, teams, school plays, school council

### **ADDITIONAL IMPLICATIONS FOR SCHOOLS**

#### **The role of a school as a service provider**



Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building. St Anne's Catholic Primary School will canvas the opinions of visitors through questionnaires which will be available on the school's web-site.

Additionally, events for parents and carers, such as open evenings, information evenings, performances and meetings with teachers, will be held in accessible parts of the building.

Where St Anne's Catholic Primary School has been advised of specific disabilities, every effort will be made to meet the needs of parents and carers through individual liaison between staff and those parents/carers.

### **Hiring transport**

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. St Anne's Catholic Primary School will ensure that this is understood by transport companies it uses. This will be the responsibility of the member of school staff making the booking and the Educational Visits Coordinator (EVC).

### **Election of Parent Governors**

The election of parent governors will now be covered by the DDA 2005. Parents will continue to be invited to serve on the Governing Body in accordance with current practice and in line with the spirit of the DDA. Once a disabled parent governor is elected, the school will ensure that they can participate fully in school life and their advice and opinions are sought on the school/s progress towards meeting its duty under the DDA.

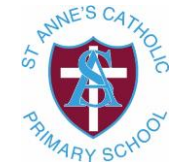
It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

For further information, please contact: Assistant Head Teacher (Inclusion)



<b>Date agreed by governing body on:</b> 12/03/2019	<b>Signature of Chair or Vice Chair</b>
<b>Date agreed for review</b> Autumn 2022	<b>Frequency of Review</b> Three Years
<b>Responsibility for Review</b> PPC Committee	





## Action Plan Review

	Areas for Improvement	Actions	Responsibility	Monitored By	Deadline
1.	Ensure that pathways of travel around the school are safe, with logical routes and clear signs	Clear correct signage Coloured edges to steps and door handles Ensure updated map is present in Staff Handbook	MC	CD	On-going
2.	Ensure that emergency and evacuation systems are set up to inform ALL pupils and staff (including those with disabilities)	Make fire drill procedure clear (Staff Induction Booklet)	MC KS	CD	Immediate
3.	Improve access to resources and the physical environment within classrooms	Clear signs for resources and materials Ensure the every classroom is Communication and SEND friendly <a href="https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/communication-friendly-checklists.aspx">https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/communication-friendly-checklists.aspx</a>	MC KS LK	CD	Aut term
4.	Improve quality of access to visual materials within classroom for all pupils, including those with VI	Put blinds in those rooms where light from window obscures whiteboards and IWBs Correctly adjust IWB projectors	MC IES	CD	On-going