

Our Lady & St Teresa's Catholic Primary School



Aspire, Achieve, Learn and Love as One Family in Christ

Accessibility Report and Plan

Lead:	Head Teacher
Date of Latest Update:	September 2018
Date of Review:	September 2019

This report is available for staff on our shared drive, for governors on GovernorHub, for parents and visitors on our website and a paper copy can be requested at the school office.

INTRODUCTION

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

ACCESSIBILITY PLAN

Schools are required to have an Accessibility Plan showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

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

Attached is an action plan outlining how we are:

- Increasing the extent to which our disabled pupils can participate in the curriculum;
- Improving the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to those with disabilities.

RATIONALE

Our Lady & St Teresa's Catholic Primary School has a duty to ensure:

- Disabled pupils and staff can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils and staff and meet their needs.

We understand that a disabled pupil or staff member can be discriminated against in two ways:

- By less favourable treatment (there are situations where there may be a reason for less favourable treatment)
- By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils or staff and prospective pupils or staff being placed at a 'substantial disadvantage' or treated unfavourably compared to non-disabled pupils or staff.

As such we have adopted this plan to ensure Our Lady & St Teresa's Catholic Primary School:

- Makes every child, staff member and visitor feel welcome
- Values all pupils and staff members equally
- Has high expectations of all pupils
- Removes all barriers to learning and participation
- Increases school accessibility for all pupils, staff and visitors

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles. At Our Lady & St Teresa's Catholic Primary School we aim to adopt these principles by:

1. Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
2. Overcoming potential barriers to learning and assessment for individuals and groups of pupils – including their own and others' attitudes.
3. Responding to pupils' diverse learning needs by:
 - Creating effective and exciting learning environments;
 - Securing their motivation and concentration;
 - Providing equality of opportunity through teaching approaches;
 - Using appropriate assessment approaches;
 - Setting targets for learning.

The Disability Discrimination Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and longterm adverse effect on his or her ability to carry out normal day to-day activities'.

In the DDA, 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted, or is likely to last more than 12 months.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Physical or mental impairment includes sensory impairments and also hidden impairments. An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including notepads & whiteboards) using specialist expertise from ICTDS ▪ Involve pupils in review of hard & software. ▪ Train TAs and admin staff on use of Communicate in Print. 	Autumn Term 2018 onwards	<p>Time from ICTDS</p> <p>Inset time</p>	ICT Co-ord & SENCo	Leadership Team
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school . ▪ Seek advice from external agencies/vulnerable learners on identified children and their needs ▪ Continue to review the PE curriculum and healthy school progress 	Ongoing	Support from Claire Viney (VL)	All staff	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p>
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Investigate TA flexibility to cover extra curricular activities if needed. 	Ongoing	SENCo Time	SENCo Head Teacher	Leadership Team Governors
<p>Impact Analysis</p> <p>Ensure all policies</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health 	Autumn 2018	Leadership Team and SENCo time to	Leadership Team and SENCo	Governors

consider the implications of Disability Access.	<p>Provision in relation to pupils with disabilities. Involve School Council in all reviews.</p> <ul style="list-style-type: none"> ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies 		review policies.		
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Identify accessible play equipment ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Review new signage of room functions. 	<p>September 2018</p> <p>Ongoing</p>	<p>SENCo Time</p> <p>Head Teacher time</p>	<p>Site Manager</p> <p>School Council</p> <p>WES Safety & Premises</p> <p>TAs trained in Communicate in Print</p>	<p>Head Teacher</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school ▪ Regular items for newsletter highlighting achievements of pupils with disabilities 	<p>Ongoing</p>	<p>PSHE Lead Time</p>	<p>PSHE Co-ord</p> <p>Head Teacher</p>	<p>Leadership Team</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Alternative formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Use of Communicate in Print software. 	<p>Ongoing</p>	.	<p>Admin. Manager</p>	<p>SLT</p>