



The Federation of St Elphege's and Regina Coeli Catholic Schools



Disability Access Policy & Plan

Scope:	Federation	Responsibility
Date Adopted:	Autumn 16	<i>H,S&W Committee</i>
This Review:	Spring 24	Review Cycle
Next Review:	Spring 27	<i>Policy: 3-Year Plan: Annual</i>
Approved:	EHT:	Policy Owner
	<i>M. Jones</i>	<i>DHT Inclusion Inclusion Manager</i>
	Governor:	Audience
	<i>S Morris</i>	<i>All stakeholders</i>



The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community and developments in law or statutory guidance.

Disability Access Policy

According to the Equality Act 2010 guidance a person has a disability if:

- A. *They have a physical or mental impairment, and*
- B. *The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A disability can arise from a wide range of impairments which can be:

- *sensory impairments, such as those affecting sight or hearing;*
- *impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;*
- *progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;*
- *auto-immune conditions such as systemic lupus erythematosus (SLE);*
- *organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;*
- *developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;*
- *learning disabilities;*
- *mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour;*
- *mental illnesses, such as depression and schizophrenia;*
- *produced by injury to the body, including to the brain.*

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed annually and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. The current Plan will be appended to this document.

Vision and Values

At The Federation we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. The Federation is

committed to providing environments in each of its schools that enable full curriculum access, that value and include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Federation Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Aims and Objectives

With relevant and timely actions to support The Federation in meeting its responsibility with regard to the Equalities Act 2010 the Accessibility Plan will:

- **Increase access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools' visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- **Improve the delivery of written information to pupils, staff, parents and visitors** with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information may be made available in various preferred formats within a reasonable timeframe.
- **Improve and ease transition to secondary school**, through individual planning and liaison with the secondary school.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be

feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website and will be monitored through the Health, Safety and Welfare Committee.

Disability Access Plan: 2023 - 2026

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON/ PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a curriculum that is accessible for all pupils through quality first teaching, resources and differentiation if appropriate.	All pupils (including those with disabilities) have access to a broad and balanced curriculum	Staff consider access for all when planning and resourcing sequences of lessons Use of IT to support pupils with visual impairment	Class Teachers & Subject Leads	Ongoing	Pupils with disabilities will achieve in line with their peers
	Our school works directly with healthcare professionals to support pupils with: 1. Ongoing health needs e.g. asthma, diabetes & epilepsy 2. Disability e.g. visual or hearing impairment & wheelchair use	Healthcare Plans are created, followed and reviewed regularly	SENDCo to liaise with healthcare professionals to facilitate regular visits to pupils and reviews with class teachers Staff working with pupils with healthcare need to receive training to meet the needs.	SENDCos SENDCos	Termly Review	Pupils will receive high quality care from appropriately trained staff.
	Curriculum resources include examples of people with disabilities	Text choices consider reflecting realities so all pupils can see themselves	Core texts, PSHE texts and book corner choices are reviewed regularly to ensure pupils have positive images of disability	DHT Curriculum & Assessment English Leads PSHE Leads PE Lead	July 2024	Pupils with disabilities will have real life role models or fictional characters that they can aspire to emulate.
	Curriculum progress is tracked for all pupils, including those with a disability, and high expectation targets set.	All pupils, (including those with disabilities) are challenged to reach their full potential	Adaptations to resources and access arrangements for testing are considered	Class teachers, SENDCo and DHT Curriculum & Assessment	Termly Review	Pupils will have better outcomes into adulthood.

Disability Access Plan: 2023 - 2026

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets. Care suite and changing facilities	The SENDCo liaises with parents, medical professionals and the access team to ensure the school is providing an accessible environment	The school car park is accessed by the vehicles of pupils using a wheelchair Care suites are on site to enable intimate care in a suitable environment Classroom allocation is used flexibly to allow full access for pupils who cannot access stairs or require a ramp. At Regina Coeli, when considering the update to the public toilet facilities, a care suite and baby changing facilities May be considered.	Premises Manager, SBM, HT and SENDCo SBM & Premises Manager HT and SENDCo SBM, HT and SENDCo	Annually reviewed Equipment serviced regularly Annually reviewed (unless pupil requirements change mid-year)	Pupils are able to enter school in a safe and calm manner. The dignity of the pupil is upheld Pupils remain with their peers throughout their school journey. Pupils, staff, parents and siblings are able to access the environment for extended periods including celebration and Mass.
	Appropriate workstations are created in the classrooms for pupils to meet their needs. This includes: • Specialist chair • Sensory cushion • Writing wedge • Laptop • Key board overlay	Advice is sought from specialists, including Occupational Therapy to provide suitable equipment	Equipment needs are identified through specialist recommendation, pupil healthcare plans or SENDCo	SENDCo	Termly Review	Pupils can access the learning in a secure and comfortable environment

Disability Access Plan: 2023 - 2026

Improve the delivery of information to pupils with a disability, as well as staff, parents and visitors.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations • Key vocabulary displayed • Adapted/enlarged texts • Individual IT equipment used for pupils to access teaching slides.	All stakeholders have a shared understanding of the needs of the child, including adaptations in place to: • The environment • Teaching strategies • Learning resources	Annual audit of school signage to ensure suitability. PECs training for support staff Adaptation of resources as per advice from specialists (e.g. font 36 for visual impairment)	SBM & Premises Manager SENDCo SENDCo, Class Teachers & Support Staff	Annually Reviewed annually in the CPD plan Ongoing	Pupils feel secure in the understanding of where they are going, what they are doing and when they are doing it. Pupils can access the teaching and learning materials
	Embedded structure of termly review ensures that current information is shared between SENDCo, staff, parents, specialist and pupils. This includes: • Pupil Files passed through school • End of year handover meetings • Vulnerable pupil list • EHCP Annual Reviews • Provision Maps & Support Plans • Individual Healthcare Plans • Medical/Dietary Needs booklet	Specialist advice is shared with staff to ensure they have the knowledge of their pupils' needs and can plan accordingly to ensure good outcomes.	Use of Green Pupil Support Folders. Updated information from outside agencies shared with all staff working with that pupil. Updates to statutory documents sent to appropriate bodies within the designated timeframe	SENDCo and class teachers SENDCo SENDCo	Termly Ongoing Ongoing	Pupils receive continuity or change of provision (as appropriate) using the assess, plan do, review approach from professionals, the SENDCo and staff who work with them

Disability Access Plan: 2023 - 2026

Monitoring arrangements

This document will be reviewed every 3 years (but may be reviewed and updated more frequently if necessary). It will be reviewed by the Inclusion Lead and approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy