

# St Peter's Catholic Primary School



*"Jesus is at the heart of all that we do."*

## Accessibility Policy and Plan for St Peter's Catholic Primary School (2018-21)

This policy 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 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.' The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

## Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers, parents and visitors with a disability.

## Principles

Compliance with the DDA is consistent with the School's aims and single equalities, and the operation of the schools' SEN Policy;

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

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

St Peter's recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

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 2014 framework which underpin the development of an inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## Activity

### a) **Education and related activities**

St. Peter's will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts. The schools SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

### b) **Physical environment**

The school design is suited to providing physically disabled access as there are designated disabled car park spaces available, we are on a flat site where all pupils have direct access into their classroom from the playgrounds, and where there are steps in EYFS/KS1 playgrounds then handrails have been fitted (handrails to KS2 classrooms will be installed when the need is required) and there is a disabled toilet with a bed for changing. The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### c) **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### **Linked Policies**

This policy will contribute to the review and revision of related school policies/documents, e.g. SDP, SEN Policy, Equality and Diversity Policy Review

Mrs A Heyes  
Headteacher

Date: April 2018  
Review: April 2021

Targets	Strategies	Outcome	Timeframe	Evaluation
<b>Equality and Inclusion</b>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
Training to raise awareness of equality and disability issues.	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues related to access.	On-going	
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in; Asthma, Epilepsy, Diabetes and as required in other specific conditions.	Update Medical Conditions policy annually and ensure they are reviewed and understood by all staff.	On-going Annually	
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	On-going	
<b>Physical Environment</b>				
School is aware of the access needs of disabled children, staff and parent/carers. School staff are better aware of access issues.	Include access plans for individual disabled children as part of the person centred planning process, when and where necessary. During Summer term transition meetings teachers share	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in their commitment to meet access	As and when necessary	

	access issues with regards to parents.	needs. All parents able to fully access all school activities.		
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Head Teacher, SENCO and site manager to audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then produce an Action Plan based on findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	On-going	
<b>Curriculum</b>				
Continue training for teachers and support staff on current and relevant aspects of SEND.	Review the needs of children with specific needs, provide all relevant training. Continue to share good practice.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On-going	
All out of school activities are planned to ensure, where reasonable, inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Training from ADHD Foundation, SENISS, and Dyslexia Action all support teachers in organising classroom environment.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. Seating arrangements and equipment are considered where necessary and included in a child's plan (one page profile/ IEP)	Reviewed annually On-going	

Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required	SENCO/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	On-going	
<b>Written/ other information</b>				
Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.	Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Review all current school publications and promote the availability in different formats for those who require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes.		
To continue improving communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community.	Pupils, parents and visitors who are hearing or visually impaired to be better able to access verbal or written information.	Review annually	

