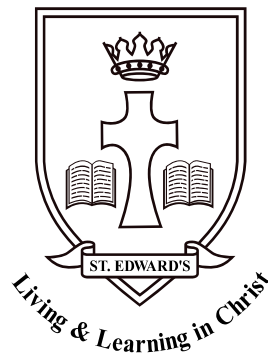


# St Edward's Catholic Junior School

"I can do all things through Christ who strengthens me".  
Philippians 4: 13



# St Edward's Catholic Junior School

## Disability and Accessibility Scheme (Including Action Plan 2018-2020)

The school is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life. The achievement of disabled children will be monitored and this data will be used to raise standards and ensure inclusive teaching.

Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. At St Edward's Catholic Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

### **Definition of Disability**

The Equality Act 2010 defines disability as:

Having a physical or mental impairment, that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The Disability Discrimination Act 2005 (DDA) 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 also included in the definition of disability the following:

- 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.
- Section 18 has been amended so that 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.

### **General Duties**

At St Edward's Catholic Junior School we will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using services provided by St Edward's Catholic Junior School.

In addition to the above general duty to promote Disability Equality, St Edward's Catholic Junior School has specific duties placed on it:

- Review the Disability Equality Scheme regularly
- Report on progress annually – include as part of the 'Local Offer'

## **Specific Duty**

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty of producing a Disability Equality Scheme for St Edward's Catholic Junior School.

The specific actions currently being taken include:

- Asking parents to complete an information sheet about their child's needs prior to entering the school.

*St Edward's Catholic Junior School has consulted with disabled children and parents / carers in the development of the Disability Equality Scheme by:*

- Termly review of SEN Support Plan
- Analysis of available school disability data
- Medical support when appropriate including long term conditions e.g. diabetes
- Support for SEMH issues e.g. through Emotional Literacy Support Assistant or Learning Mentor

*As the Disability Equality Action plan 2018-2020 becomes integral to the working of the school further involvement will be sought. Possibilities include:*

- Meetings with external disability organisations
- Meetings with parents at consultation evenings
- Exit interviews with children who leave.

## **Developing a voice for disabled children, staff and parents/carers**

*St Edward's Catholic Junior School is developing opportunities for disabled children, staff and parents/carers by:*

- Including children and parents/carers in review meetings
- Ensuring children and parents are involved in writing the SEN Support Plan
- Including children and parents/carers in school questionnaires
- Class teachers discussing issues with children in a planned and coherent way.
- Ensuring all opportunities for pupil consultation include a voice for disabled pupils (e.g. the school council, consultations on healthy schools issues and developing the environment and monitoring by governors).
- Having a cycle of agenda items at Governing Body meetings to discuss issues.

## **Encouraging participation in public life by disabled people**

*St Edward's Catholic Junior School ensures that disabled children are represented and encouraged to participate in:*

- Collective Worship
- Performances
- Sports activities

**Disabled children are included fully in normal school life.**

### **Eliminating harassment and bullying**

St Edward's School has a clear policy on anti-bullying, which includes bullying of disabled people.

### **Promoting positive attitudes towards disabled people**

*St Edward's promotes positive attitudes towards disabled people by:*

- Ensuring displays and resources reflect diversity
- The curriculum positively promoting difference.
- Teachers taking into account SEN Support Plans when planning lessons
- Use of relevant & appropriate outside agencies to support staff training
- Using newsletters and the school website to promote policies
- Pupils' Equality Charter displayed in the school

### **Removing barriers**

St Edward's Catholic Junior School removes barriers by:

- Including disabled children on school trips unless medical advice stipulates that participation should not take place.
- Additional staff are allocated to accompany solely those children with specific needs, if necessary.
- Wheelchair access bus/coach transport is used if required for pupils. Risk assessments are carried for chosen trip locations to ensure that routes are accessible. Alternative activities are used if required.
- Ensuring that all areas of the curriculum can be delivered from all classrooms.
- Having appropriate seating available to provide necessary back support where required.
- Installing Interactive Whiteboards at a height to allow use by wheelchair users (when appropriate).
- Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children.
- Ensuring disabled children have access to extra-curricular activities
- Having disabled toilets planned for any future changes to children's toilets
- Braille signs for visually impaired children will be installed (when / where appropriate).
- Having an up to date Accessibility Plan, monitored by the Premises, H&S Committee.
- Teachers adapting, where possible, resources and techniques to suit a wide range of learners.
- All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children.
- Following SATs guidelines to ensure that disabled children have the same opportunities as their peers.
- Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service
- Using external advisers to support SEN support Plan and/or PSP meetings.
- Using external advisers to assist with planning of PSHE programme where appropriate
- Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.

### **Impact Assessment**

*St Edward's Catholic Junior School currently undertakes Disability Equality Impact Assessments through:*

- Rigorous use of existing procedures for reviewing the impact of provision for disabled children through a termly review process
- Future impact assessment could involve External validation

### **The Governing Body**

- Governors meetings are held in locations that are accessible to disabled people
- Parents/carers are invited to information evenings.
- The Governors consult with parents/carers through the annual questionnaire.

### **What disability data is currently collected?**

St Edward's Catholic Junior School currently collects the following disability data (qualitative and quantitative).

#### **Children**

- The total number of disabled children
- Home and contact details for disabled children
- SEN Termly Reviews
- SEN List
- Integration of disabled children including access to the curriculum
- Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching Staff
- The total number of disabled staff
- Number of appointments of disabled staff

#### **Reviewing and monitoring**

- The above data is reported to a Senior Leadership Team. In the future this data may be requested by and reported to other bodies such as:
  - The Local Authority
  - OFSTED
  - Central Government

The next scheduled review will be – September 2020

## St Edward's Catholic Junior School Accessibility Plan 2015-2017


Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	Half termly.	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	
To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
<b>WRITTEN / OTHER INFORMATION</b>				

To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	

Approved by Governors: October 2018

Review Date: October 2020

**Name and signature of Head Teacher:** Mrs Suzette Harris



**Name and signature of Chair of Governors:** Mrs Maria Harty



**Date:** October 2018

**Review date:** October 2020