

St Charles Catholic Primary School



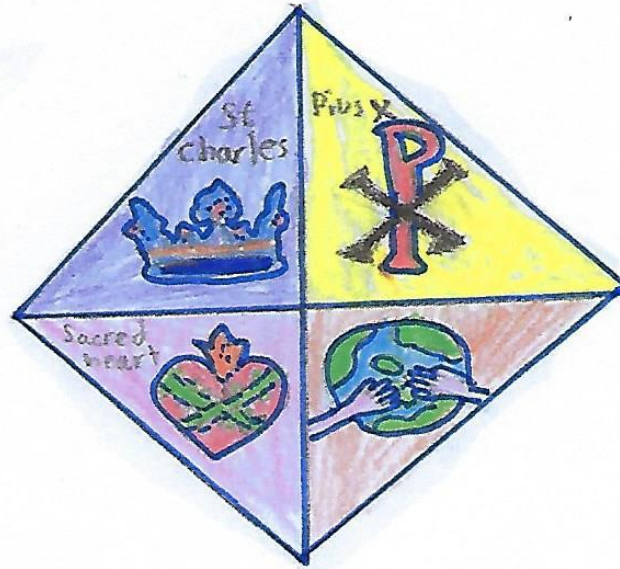
Accessibility and Disability Policy and Accessibility Plan

<p>Date policy adopted by the Governing Body: July 2022 Date policy to be reviewed: July 2024</p>

St Charles Catholic Primary school

Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
 - *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
 - *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
 - *To provide an excellent education so children learn and achieve their potential.*
 - *To respect and care for one another in a happy, welcoming and nurturing community.*

To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizen

Spiritual and Moral development

At St. Charles Catholic Primary School we believe that each child should learn in an atmosphere surrounded by love.

We aim to promote a learning atmosphere where positive values in behaviour and attitudes are created.

In such classes every child will be given the opportunity to develop his/her true potential academically, morally and spiritually.

The children in our care will be taught to value each other and the world around them. In dealing with others they will show forgiveness and patience, ready to comfort those in need.

They will be taught to appreciate the aesthetic value of the world we inhabit. Opportunities to do this will be sought across the subject range both in the academic and the more creative aspects of the curriculum.

Introduction

St Charles Catholic Primary School welcomes its general responsibilities under the Disability Equality Duty to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation of disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

Duties under the Disability Discrimination Act (DDA) require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties

And also require the governing body to plan to increase access to education for disabled people in three ways:

- 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

This policy sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

Definition of disabled

The definition of disabled covers more people than one might at first think.

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following: Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 affect on his/her ability to carry out normal day-to-day activities.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs are treated as disabled for the purpose of the act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

School Ethos, Vision and Values

At St Charles Catholic Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching and learning. We will make reasonable

adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment. This school uses the social model of disability as the basis for its work to improve equality and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

How People with a Disability can be involved in the Scheme

St Charles Catholic Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have/will involve disabled people in the following ways:

Disabled pupils:

We will identify our disabled pupils

We will organise events for disabled children to ensure that we listen to their views in informal settings

Key issues identified by our pupils will be included in the action plan.

Disabled staff:

We will consult with staff to identify any barriers that affect them and how we can plan to overcome them.

The key issues identified by staff will be included in the action plan.

Disabled parents/carers:

We will consult with parents to identify any barriers and how we can improve the way we meet their needs.

We will organise events for disabled parents/carers to ensure that we listen to their views in an informal setting.

The key issues identified by parents/carers will be included in the action plan.

Disabled members of the local community:

We will give a questionnaire to all groups who make use of our facilities asking them to identify any barriers and suggest reasonable adjustments.

Key issues identified will be included in the action plan.

How we have gathered information on the effect of our policies and practices on disabled people

We recognise that our policies and practices may impact on disabled people and in particular on:

- The recruitment, development and retention of disabled employees;
- On the educational opportunities available to and the achievements of disabled pupils

- We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil achievement

The school will track the progress and attainment of all pupils classed as disabled including those with SEN each term. Intervention will be considered or if already in place will be evaluated.

Pupil views are sought regularly in lessons and as part of our process of reviewing children who have a Passport to Learning. These views help up to monitor pupil's views about their achievement in all areas of school life and not just the subjects where attainment is measured as well as help us plan for more effective support/intervention.

Learning opportunities

All pupils with learning difficulties have targets set for them within their Passport to Learning. These are monitored regularly. The school is mindful of the educational opportunities it makes available to disabled pupils.

Students in wheelchairs or with disability are welcomed on work placements within the school.

Admissions, transitions, Exclusions

At the point of admission the school seeks information on any additional needs the pupil or parents may have. This is recorded on the admissions form. At the point of disabled pupils transition to secondary school the school liaises with the receiving school in order that there is a smooth transition for disabled pupils.

The school logs all exclusions and monitors the representation of excluded disabled pupils asking the question, are children with disabilities over-represented in our exclusion figures and are we doing all we can to keep the children in school?

Social relationships

The school seeks to ensure that relationships between disabled pupils and non-disabled pupils are positive. The PHSE curriculum of learning supports this as does the ethos of the school and classroom. These relationships are monitored informally through conversations with class teachers, the SENCo, learning mentor and the Headteacher.

Employing, Promoting and Training disabled staff

The school seeks to employ, promote and train disabled staff. The school will ensure that this is monitored and compared to non-disabled staff. The school has a Continuing

Professional Development Policy and Pay Policy which give opportunities for all within the framework of performance review and the priorities of the school.

What the school already does to promote disability equality

- We ensure on pupil entry that the school is aware of and informed about any SEN or disability a pupil may have and that before admission relevant resources and support are put in place in order that the pupil can access the full curriculum.
- All new doors meet requirements for wheelchair access.
- Ensure equality of access to the curriculum for those with SEN or medical needs
- Adjustments to the behaviour policy to take into account differentiated behaviour management systems.
- The school has a step by step approach in place before children are formally externally excluded
- All staff are aware of individual children's medical needs ie. Nut allergy, sickle cell, asthma etc and what to do in the event of an attack.
- The school makes good use of outside agencies to support the school and pupils (Intervention Team Priamry, CAMHS, Bi-Borough Inclusion Service, School Nurse)
- The school has an inclusive can do ethos and all pupils are admitted to our school
- The school will provide translations and translators where necessary
- The school uses 1:1 meetings with parents/carers if needed to make explicit expectations or information
- Reasonable adjustments made and planned for pupils in order that they can take part in the full range of school activities
- Staff regularly attend appropriate CPD training to ensure that they can support the needs of all the children they are supporting.
- Lead Behaviour professional, SENCo, support individual programmes and plans for pupils with learning/behaviour/medical needs
- All Time Outs and Bullying incidents are logged and analysed to identify where intervention is needed
- Access to lunchtime and after school clubs
- Governing body meetings are accessible.
- The governing body consults parents via a questionnaire.

How we will gather our information and how it will inform the scheme

- We will consult staff, parents/carers and all who use the school and the key findings will feed into the action plan
- Analysis of SEN register and medical register will enable the school to consider individual and group needs included in the plan
- Pupils will be consulted through part of the SEN process of talking to pupils about their learning and how we could help them more. Each learning activity gives pupils an opportunity to feedback to the teacher about what would have helped them with the task.
- The school will collect information on the effect of policies on recruitment, development and retention of disabled employees through performance management meetings, sickness absence reviews, exit surveys
- The school collects information on the educational opportunities and achievement of disabled pupils through the monitoring of class teachers lesson plans, pupil's assessment data and through the review of Passports to Learning and at Annual Review meetings for pupils with Education, Health and Care Plans.
- The school uses information to support the review of the action plan and to inform subsequent schemes.

How we will assess the impact of our policies

We will assess the impact of current and proposed policies and practices on disability equality by examining whether there are barriers for disabled learners. The school will look at the key policies over the next three years.

We recognise that all our school policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

Pupils with a disability and their parents/carers will be asked for verbal feedback each term on the impact of any school policies or practices and any short or long term impact during parents consultation and/or EP meetings. The school will assess the effect on disabled pupils of school policy.

Our Accessibility action plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability equality Duty. Our accessibility plan will be maintained as a separate document.

Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- Information we have gathered during the year
- How this information was used
- Action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process.

Revisiting the scheme

Our scheme will be reviewed and revised after a period of three years and disabled people will be involved in the process. A new action plan is produced responding to issues identified through our impact assessment and included in our annual reports.

St Charles Catholic Primary School

Accessibility Plan – (2022-2025)

Vision Statement

At St Charles Primary School our values reflect our commitment of high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves their full potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

St Charles Primary School is committed to providing an environment that enables full access to the National Curriculum for all pupils 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.

We recognise and value the importance of parent's sharing information about their child's disability and its effect on their ability to carry out everyday activities as well as respecting the parent's and child's right to confidentiality.

St Charles Primary School Accessibility Plan shows how access is to be improved for disabled pupils within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The school plans to maintain the current accessibility of provision for all students around the school grounds. The main priorities in the school's plan will be in the following areas and aims to maintain:

- The physical environment of the school to ensure that all students can take advantage of education and associated services.
- The extent to which disabled students can participate in the school curriculum.
- The effective communication to disabled students, staff, parents and visitors to ensure they receive equality of information

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

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Head Teacher and 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. An accessibility audit will be completed by the school prior to the end of each period covered by this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governors Resources Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of 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 a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Managers**
- **Site Manager**

Objective	What	How/Staff	When	Evidence
Ensure suitable provision for pupils on roll and their parents/visitors when in school	Monitor toilet (inc disabled toilet) and building access arrangements in place for children currently on roll eg. handrails, lifts, ramps	Site Manager to co-ordinate with HOS/Line Manager.	On-going throughout the academic year	Provision for access meets the needs of the children and their parents/visitors when in school
Ensure staff training including First Aid training is in place to support physical and mental needs of current pupils. Mental Health First aiders to ensure that pupils and their families get support when needed	Review how current pupils needs are being met.	Lead Managers to keep a record and report to Executive Head/HOS/ SENDCO. Arrange training in line with EHCPs. Mental Health First Aiders/Designated Mental Health Leads	In line with pupil need and EHCP reviews	EHCPs Training log
Ensure parking and access to building for physically disabled pupils and their parents is in place when they have a planned visit to the school.	Review current arrangement Facilities	SENCO/CT to check and report to Site Manager	On going	Parking and access available

Physical Environment

Curriculum

Objective	What	How/Staff	When	Evidence
Continue to ensure compliance with Equalities Act 2010	Staff/ governors informed of requirements and obligations of Single Equalities Act 2010 and the Accessibility Plan	Review of policy and provision at Governors' meeting	Annually	Minutes of Governors Meetings Policy

Ensure curriculum meets the needs of all pupils	Curriculum review process to include consideration of curriculum needs of all pupils including those with a disability	Focus for all pupil progress meetings ECHPs for SEND pupils.	On going	Curriculum provision Feedback from children Work analysis PtS
Ensure pupils disability is identified and that reasonable adjustments are made in provision	Passport to Learning for each student identified is in place in September/October of each year and reviewed termly EHCP's	Class teachers and SENCo to produce individual plans SENCo to report to Governors on progress EHCP's	On going	Minutes of Pupil Support Meetings Passports to Learning
Ensure all groups of pupils have support and appropriate adjustments to provision eg Pupil Premium, EAL, SEND, ethnic minority	Identification of pupils and notification to staff of students in groups	Monitoring and checking of progress at tracking through year Focus during pupil progress meetings Governors review at curriculum committee.	On going	Monitoring information Data and tracking
Ensure pupils with a disability have fair access to school educational visits	Staff planning trips include provision for pupils with a disability Full risk assessment and travel plan in place Appropriate adult support to make visits possible.	HOS , SLT, SENDC)	On going	Trips taking place with all students accessing Feedback from children Relevant risk assessments/plans

Access to information

Objective	What	How/Staff	When	Evidence
Ensure EAL pupils are identified on admission to the School	Pupils with EAL are identified on entry to school	Class teachers / EAL co-ordinator Admin staff (Census)	On entry and at other times of the year	Pupil feedback/work books Translator EAL children's engagement
Ensure identification of parents with EAL who will require an interpreter	Interpreter arranged for meetings with EAL parents	Business Managers Class teachers Use of the Interpreter for consultation meetings with	On entry Determine as needed, before meetings, etc.	Translator Engagement of parents in response to this

		teacher and for other information including transition		
Ensure pupils with a physical or mental need have access to the curriculum	Identification of needs of students joining the school with additional needs	Teaching staff to be made aware of any child with an impairment in their class and plan lessons appropriately An EHCP plan may be put in place Compensatory marks for SAT's	On entry On going	Pupil's engagement Feedback from children EHCP / PtoS where one is in place