



**Good Shepherd Catholic
Primary & Nursery School**

**ACCESSIBILITY PLAN
(DISABILITY POLICY)**

Reviewed Jan 2015

Next Review 2018

GOOD SHEPHERD: SCHOOL ACCESSIBILITY PLAN

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

Vision and Values

The vision of this policy is to uphold the mission statement:

“Striving for Excellence – Together as One”

The school strives to present the highest quality of teaching and learning. Each child is encouraged and stimulated to aim for excellence and thus achieve the best possible personal and academic standards. The diversity and richness of contribution from all members of the school community in promoting and upholding all round high standards is highly valued.

The School Accessibility plan is mindful of our commitment to identify and remove barriers for pupils with disabilities and special needs, and be inclusive to all. We welcome everyone to our school family and uphold as paramount the importance and value of all. Our vision and commitment to inclusion is reported in our Inclusion Report (on the school Website)

Pupil data audit

We gather information about disabilities annually and analyse our policies and practice with staff, pupils, parents and governors.

Pupils that are on the SEN register and have Individual Education Plans (IEP) are monitored at least three times in relation to their IEP targets. The IEPs are used to inform teacher's planning. Where necessary targets are reviewed more frequently.

The school reviews its policy and practice on inclusion annually and acts on the findings to increase the range and diversity of the pupils it admits and retains. To date, no pupil who is a looked after child, statemented or has a disability has been refused admission to our school. We are given data by the LA for projected future admissions six months ahead. As soon as this information arrives we invite the pupil and parent in to view the school, and meet with the Inclusion Manager/Head. A programme of transition is then discussed and planned. This is also applied to pupils admitted during the academic year.

At present all pupils:

- Take part fully in the curriculum
- Participate in extra-curricular activities
- Are fully involved in enrichment programmes and social interaction
- Go on school trips

Staff Recruitment

When recruiting staff we ensure equality and appoint the person with skills and qualifications appropriate to the post without prejudice.

Good Shepherd is dedicated to safeguarding our children and promoting their welfare. We have rigorous procedures for new staff and all relevant DBS checks are made as per statutory guidance.

Consultation

We consult with

- Staff
- Pupils at Good Shepherd who have SEN
- Parents/Carers of SEN pupils
- Agencies of Children's Services
- Local Authority

The outcomes of this consultation informs the plan.

Good Shepherd's Accessibility Plan

The school's plan is divided into three sections;

- 1) Increase access to the curriculum for disabled pupils
- 2) Improvement to the physical environment of the school to increase access to education and associated services at the school
- 3) Improvement in the provision of information for disabled pupils where it is provided in writing for pupils who are disabled

The plan will:

- Be annually reviewed by Governors
- Reported upon on the school Website
- Inform the School Improvement Plan and therefore link to CDP and school policies
- Be available on request in line with the Freedom of Information Policy

ACCESSIBILITY PLAN

1. Access to the curriculum
2. Physical Access
3. Access Information

	Autumn 2014	Spring 2015	Summer 2015
1.	<ul style="list-style-type: none"> • Revise SEN/Medical needs register Identify those pupils who will need exam concessions and support. Make application to QCA • Continued analysis of Teaching and Learning Styles and their impact on all pupils • Identify pupils who are to take part in extra Intervention programmes/ review TA timetables to accommodate • To network with local cluster to address resources through provision-mapping process. To identify where resources may be shared or pooled for the next academic year • TA to go on new speech and therapy/language courses in light of more pupils having speech and language difficulties <p>Meet with parents/carers</p>	<ul style="list-style-type: none"> • Safeguarding training for staff /Governors Ongoing training for staff: audit school's curriculum for disability awareness/issues • Inclusion Manager to attend courses and keep up to date (ongoing) <ul style="list-style-type: none"> • Plan for assemblies to cover area of disability/bullying, Racism. Any necessary resources budgeted for and bought <p>Revise SEN/Medical needs register</p> <p>Evaluate data on attainment/achievement of identified pupils</p> <p>Revise provision.</p> <p>Meet with parents/carers</p> <p>Revise policy Documents below (and others not listed) – SEN – in view of changes to SEN.</p> <p>Medicine Bullying Admissions policy</p>	<ul style="list-style-type: none"> • Revise SEN/Medical needs Register • Revise Safeguarding procedures – training session with Governors Evaluate data on attainment/achievement of identified pupils Revise provision. Meet with parents/carers
2.	<ul style="list-style-type: none"> • Produce and publish a Disability Equality Scheme • Produce audit of needs of prospective new pupils to the school • Report annually to parents/carers on access for the disabled and on progress towards the Accessibility Plan 	<ul style="list-style-type: none"> • Review accessibility plan/Disability Equality Scheme • Continue to liaise with support agencies for advice as appropriate 	<ul style="list-style-type: none"> • Audit of computers in school and any necessary ordering

