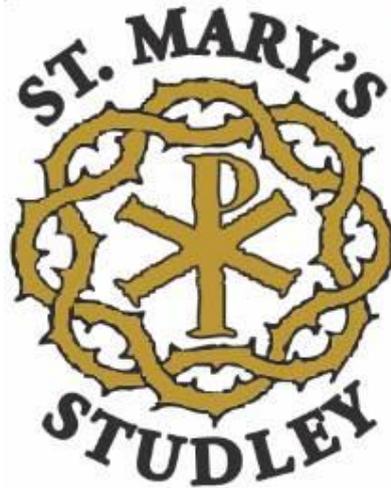


# **ST MARY'S CATHOLIC PRIMARY SCHOOL, STUDLEY**



## **Disability Equality Policy & Accessibility Plan**

**Headteacher**

**O. Finnegan**

**Chair of Governors**

**S. Coyne**

# St Mary's Catholic Primary School

## Period covered by plan: 2017 - 2019

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education, as amended by the Equality Act 2010. Since 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 Scheme sets out the proposals of the Governing Body of the 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

## 1. Starting points

### 1A: Vision and Values: St Mary's School's Disability Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### 1B: Information from data and analysis of need

The Disability Discrimination Act 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.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can also include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to St Mary's School shows a broad spread of ability. 0.5% of pupils have a EHC Plan. Following an audit of needs we have concluded that approximately 5% of our pupils would meet the above disability definition. We have several parents, siblings and grandparents who would also meet these criteria.

In June 2011 St Mary's School was considered to be 'Outstanding' and this included the support of children with special educational needs.

Since then staff at the school have undertaken the following training:

- Creating a Communication Friendly Environment.
- Deaf Awareness – 2008 to 2011.
- First Aid and training on Epipens and training on Epilepsy, Diabetes.
- Peer Mediation - Sept 2012/2013/2014/2015.
- Use of Interactive Whiteboard including support for SEN pupils - ongoing
- Dyslexia Friendly School.
- 2016)
- Visual Impairment training (March 2017)
- First Aid (Sept 2017)
- Teaching strategic for Hearing Impaired pupils (Sept 2016 class teacher)

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average if not above average.

The school has had an Accessibility Plan and has completed the following work:

- Improved access to library and ICT suite.
- Installed a disabled toilet.
- Carpeted the majority of the school.
- Improved fencing and security.
- Low Arousal Room built for 1 pupil.
- Ramped access to all Classrooms.
- Yearly assessment of acoustics in all classes where there is a child with hearing impairment.
- School subscribes to IDS/EIS to access help & advice for all disabilities.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included. Full consultation takes place with parents to ensure inclusion.

We will continue to work with our cluster group to ensure that activities that are planned are accessible to all.

Using RAISE online and lesson observations by senior staff, we track and analyse the achievement of all our pupils. All pupils supported by SENCO and a well trained workforce. SENCO is part of the SLT team and is proactive with training staff to support all pupils.

We will continue to review the PE/Healthy Schools curriculum.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

All school policies are reviewed regularly.

### **1C: Views of those consulted during the development of the Scheme**

The priorities and actions highlighted in this Scheme have been informed by:

- The annual parents' survey plus survey of parents of SEN children. Plus an occasional survey of SEN parents.
- Consultation with the School Council to raised disability awareness.
- Performance management processes.
- Consultation with school support services.

## **2. Starting points**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning. In addition, "personalising learning" is an area of focus within the current School Improvement Plan.

SENCO will be

- evaluating the effectiveness of interventions and relative effectiveness;
- observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

A full PSHE curriculum is accessed by all pupils.

Our Rainbows group and Zacchaeus consultant will support vulnerable /emotional children.

### **2B: Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services**

See Combined Action Plan and Accessibility Plan (Appendix 1).

## **2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled**

See Combined Action Plan and Accessibility Plan (Appendix 1).

Admissions' Form has been amended in order that parents of new pupils are made aware that they can request letters, newsletters etc in different formats.

## **3. Making it happen**

### **3A: Management, coordination and implementation**

This Scheme will be reviewed biannually by the senior management team. A report updating the Governing Body will be presented annually during the Spring Term to inform budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form
- School Improvement Plan / LIPS
- CPD Plan;
- Asset Management Plan;
- Health and Safety Action Plan;

### **3B: Getting hold of the Scheme**

**The Scheme is available in the following ways:**

- The Scheme is available on the school website.
- A copy can be requested from the School Office or alternatively we can email it to you;
- The Scheme is also available in different formats

### **3C: Roles & Responsibilities**

The governing body will

- Monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Receive and discuss regular equality reports on progress and performance.
- Monitor achievement of equality targets.
- Check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief.

#### The headteacher will

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation.
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme.
- Monitor to ensure effective implementation of the Scheme and Action plan.
- Provide regular reports for governors on progress and performance.
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme.

#### The senior leadership team will

- Drive forward implementation of the Scheme and Action Plan.
- Support staff to carry out their role in implementing this Scheme
- Provide effective leadership on equality, inclusion and community cohesion.
- Ensure the Scheme is successfully promoted.
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation.

#### All staff will

- Recognise that they have a role and responsibility in their day-to-day work to
  - Promote equality, inclusion and good community relations
  - Challenge inappropriate language and behaviour
  - Tackle bias and stereotyping
  - Respond appropriately to incidents of discrimination and harassment and report these.
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

#### All staff will also ensure that students are encouraged to

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to
  - Promote equality, inclusion and good community relations
  - Challenge inappropriate language and behaviour
  - Tackle bias and stereotyping
  - Work to promote anti-bullying strategies
  - Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

## Appendix 1: Disability Equality Scheme Action Plan & Access Plan

**St Mary's Catholic Primary School**

**Date: 2017 - 2019**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> <li>▪ Review accessibility of ICT (including whiteboards) using specialist expertise (WCC).</li> <li>▪ Involve pupils in review of software.</li> <li>▪ Prioritise new software to purchase.</li> <li>▪ Train some TAs and admin staff on use of Communicate in Print.</li> <li>▪ Ensure child with visual difficulties has access to appropriate ICT support.</li> </ul>	<p>Autumn Term 2015</p> <p>Summer 2016</p> <p>On a needs basis.</p> <p>3 trained &amp; using (those that need)</p>		<p>ICT Co-ord &amp; ICT Strategic Adviser</p> <p>SENCO</p>	<p>Leadership Team</p>
<p><b>Access to Curriculum</b></p> <p>Ensure acoustics in classrooms are maximised for children with HI.</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p> <p>Ensure appropriate technology is in place for child with VI</p>	<ul style="list-style-type: none"> <li>▪ Annual acoustic checks.</li> <li>▪ Incorporate Quality First Teaching into all planning. Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>▪ Look at adjustments according to individual need.</li> </ul>	<p>Jan 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff Meetings as required</p> <p>June each year</p>	<p>All staff</p> <p>SENCO</p>	<p>SENCo through lesson observations and sampling lesson planning</p>

	<ul style="list-style-type: none"> <li>▪ Programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>▪ Seek issues and feedback from Pupil Survey/School Council.</li> <li>▪ Review PE and Staying Healthy Curriculum.</li> <li>▪ FASD training for staff</li> </ul>	<p>Summer 2016</p> <p>Summer 2016</p>	<p>Reading recovery, Better Reading partnerships and Talking Partners training. 8<sup>th</sup> March Visual Impairment. Deaf awareness.</p> <p>Staff meeting.</p>	<p>SENCO</p>	<p>Leadership Team and Governors</p> <p>PE Co-ordinator</p>
<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p> <p>Ensure that action is taken to enable all pupils to achieve their potential.</p>	<ul style="list-style-type: none"> <li>▪ Increase awareness of inclusion in activities and identify any barriers.</li> <li>▪ Ensure school activities and trips are accessible to all students. TA flexibility to cover extra curricular activities if needed.</li> <li>▪ Monitor vulnerable groups achievement and progress.</li> <li>▪ Identify under-performing pupils &amp; groups.</li> <li>▪ Set targets &amp; identify intervention needed.</li> <li>▪ Monitor and evaluate intervention.</li> </ul>	<p>Ongoing</p> <p>Termly</p>	<p>Outside Activities Co-ordinator (HT)</p>	<p>Governors</p> <p>Communications to PTA/extra curricular groups and in-house clubs re disability and access (if required)</p> <p>Head, Deputy, SENCO &amp; Governors.</p>	<p>Leadership Team Governors</p> <p>Head &amp; Chair of Governors.</p>

<p>Ensure curriculum is planned to incorporate the principles of equality set out in the plan.</p>	<ul style="list-style-type: none"> <li>▪ To review RE and SMSC provision across the key stages.</li> <li>▪ Ensure coverage across the school.</li> <li>▪ Share good practice in staff meetings.</li> <li>▪ Review RE and SMSC policy in light of findings.</li> </ul>	<p>During bi-annual policy review cycle 2015-2017.</p>		<p>Leadership Team</p>	<p>Head &amp; Chair of Governors.</p>
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ To revise the Teaching and Learning policy .</li> <li>▪ To review and revise if necessary all other policies and routines including <ul style="list-style-type: none"> <li>▪ Behaviour Code</li> <li>▪ School Rules</li> <li>▪ Anti-Bullying Policy</li> <li>▪ Homework.</li> </ul> </li> <li>▪ Consult pupils and staff on any proposed changes.</li> </ul>	<p>3 year revision plan from September 13 – September 2015 Teaching &amp; Learning ongoing.</p> <p>Ongoing revision of impact</p>	<p>Leadership Team time.</p>	<p>Leadership Team</p>	<p>Governors</p>
<p><b>Premises</b></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ Disabled parking.</li> <li>▪ Identify accessible play equipment</li> <li>▪ Review signage of evacuation procedures, internet safety, fire drill etc</li> </ul>	<p>Still under consideration. As finance allows.</p> <p>Spring 2013.</p>	<p>L &amp; M to inform all stakeholders.</p> <p>Teachers names, photographs, front of school and classroom – review Summer 2015</p>	<p>School Council WES Safety &amp; Premises</p> <p>Alane Morgan</p>	<p>Access and Inclusion Sub-group</p>

<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>▪ Review Assembly Programme: widen focus of theme</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> <li>▪ Hearing dogs for Deaf</li> <li>▪ BSL.</li> </ul>	<p>Ongoing</p>			<p>Leadership Team and Governors</p>
<p><b>Newsletters and Information</b></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>▪ Deaf awareness assembly.</li> <li>▪ Large print documentation available if required.</li> <li>▪ Review accessibility of newsletter and letters for parents – on website.</li> <li>▪ Homework information available as information sheets in alternative formats as appropriate.</li> </ul>	<p>Done</p> <p>All parents asked if they require alternative format to come forward (April 2017).</p>		<p>Admin. Manager</p>	<p>DH</p>
<p><b>Staff</b></p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> <li>▪ Encourage disclosure of disability.</li> </ul>			<p>Head</p>	<p>Governors</p>

## Appendix A

<b>Gender</b>	
Girls	117
Boys	109

<b>Pupils in Ethnic Categories</b>	
White British	184
White Irish	1
White Other	22
Mixed/dual	13
Asian	1
Asian/British	3
Black	1
Black/British	2
Chinese	0

<b>Disability Categories</b>	
Not Collected	0
No disability	0
Problems with Mobility	1
Problems with Hand Function	0
Problems with Personal Care	3
Problems with Eating and Drinking	0
Needs Medication	0
Problems with Incontinence	3
Problems with Communication	0
Problems with Hearing	2
Problems with Vision	1
Problems with ASD/Aspergers	2

<b>SEN Support</b>	
No specified Special Educational Need	14
SEN Support	12
Statement	1

<b>Religion &amp; Belief</b>	
Roman Catholic	164
Sikh	2
Hindu	1
Christian	50
No religion	8
Greek Orthodox	1