



St Joseph's Catholic Primary School

CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Accessibility Policy / Plan

This document should be read in conjunction with the schools' SEN report and SEN policy which details how St Joseph's Catholic Primary School will ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum and that pupils are appropriately challenged.

Introduction

St. Joseph's Catholic Primary School strives to ensure that the culture and Catholic ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

St. Joseph's Catholic Primary School is well designed to meet the needs of disabled pupils, staff or members of our community:

- The building is a single storey building.
- All rooms have full disabled access.
- There is one disabled toilet

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education. From September 2002, the Governing Body has 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 Academy Committee of St. Joseph's Catholic Primary 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 for information which is provided in writing for pupils who are not disabled.

Definitions of Special Educational Needs and Disability (SEND)

The Special Educational Needs Policy takes into account The Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2014, The Equality Act 2010, the policy of the Local Authority (LA) and the aims of the school as outlined in school documentation.

Definitions of Special Educational Needs (SEN)

The Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (2014) states: (XIII) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

(XIV) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has significantly greater difficulty learning than the majority of others of the same age, or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

(XV) For children aged 2 or more, special educational provision is educational provision or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or relevant early years providers.

Identifying and assessing SEN for children whose first language is not English will be considered carefully. All aspects of a child's performance will be considered in order to identify whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

The Equality Act 2010 defines a disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'

This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

The Equality Act 2010 requires that schools:

Must not directly or indirectly discriminate against, harass or victimise disabled children and young people

Must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.

Aims

St. Joseph's Catholic Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school visits and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- assisting any wheelchair user or person with limited mobility to access all buildings and facilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

Actions to ensure equality for pupils with disabilities

Advice will always be sought from the LA Specialist Inclusion Service as how best to support the needs of any specific child. All reasonable adjustments will be made to meet these needs. Care plans will be signed by the Principal and parent. All Care Plans will be regularly reviewed.

Monitoring

St. Joseph's Catholic Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

Admissions

Attainment and Progress

Attendance

Punctuality

Rewards

Sanctions

SEN Register

Extra-curricular activities

Homework

Selection & recruitment of staff

Parents attending consultation meetings

Parents' involvement in the life of the school (attendance at parents' evenings, in the classroom, school productions, sports day, get togethers etc)

Accessibility Plan 2016/17

Currently we do not have any disabled pupils on the roll, however this could change at any point and school must be ready and able to include disabled pupils in the full life of the school.

The key modification to the environment that would be required for a wheelchair user to access the playground for recreation is the provision of a ramp to the playground.

Money is held in reserve to provide this modification if required.

The school building is fully wheelchair accessible and should a wheelchair user pupil join our school we can very quickly add a ramp to one of our exit points to the playground.

Other disabilities such as learning disabilities, partially sighted or hearing impairment will be addressed on an individual basis and in partnership with outside agencies to ensure the pupils needs can be met. Money is held in reserve to make reasonable adjustments to the building and its facilities.