

St Vincent's Catholic Primary School

Disability and Discrimination Policy and Scheme (Accessibility Plan 2017-2020)



Mission Statement

At St Vincent's Catholic Primary School we are committed to establishing equality for all students, their parents, staff and other users of the school. As a Catholic School, our school mission is the embodiment of Gospel values which gives our community a common purpose to safeguard equality for all. This is reflected in our school aims, which state that we wish to:

- developing a loving, caring community which recognises and celebrates the unique, God-given nature of each individual
- valuing every member of the school community and developing the potential of each individual
- creating an educational environment in which we are all encouraged to enjoy our work whilst aspiring to the highest standards of achievement and behaviour
- giving children, families and staff the experience of being part of an active Catholic community.

Introduction

This plan is drawn up in accordance with the planning duty in the disability Discrimination Act 1995, (DDA) as amended by the SEND Code of Practice January 2015. It draws on the guidance set out in "Early Years Foundation Stage and the Disability Discrimination Act", the Equality Act 2010 and Children and Families Act 2014.

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.

Key Objectives

To reduce and eliminate barriers to accessing the curriculum.

To try to ensure full access and opportunities for participation in activities offered at St Vincent's Catholic Primary School, for pupils and prospective pupils, with a disability.

To improve the school environment to increase the extent to which disabled pupils can take advantage of education and associated services.

Principles

- Compliance with the DDA is consistent with St Vincent's aims and equal opportunities policy, and the operation of the school's SEND policy.
- The school recognises its duty under the DDA:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - Not to treat disabled pupils less favourably.
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - To publish an accessibility plan.
- In performing their duties, governors and staff will have regard to the Central Bedfordshire Council Code of Practice and The Local Offer
- St Vincent's catholic Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- St Vincent's catholic Primary School provides all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles of the National Curriculum framework, which underpin the development of a more inclusive curriculum.
- Preparation for entry into the school.
- The curriculum - the teaching and learning and supplementary activities.
- Classroom organisation
- Timetabling and grouping of pupils.
- Homework.
- Access to school facilities.
- School sports
- School policies
- Break times and lunchtimes including the service of meals.
- Interaction with peers.
- Setting suitable challenging learning targets.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- School discipline and sanctions,
- Exclusion procedures
- School trips, clubs and activities.
- Arrangements for working with outside agencies.
- Preparation for transfer to the next phase school.

St Vincent's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information

Whole school training will recognize 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:

School Development Plan.
SEND (Special Educational Needs and Disabilities) Policy.
Learning & Teaching Policy.
Equality Policy.
Assessment and Reporting Policy.
Anti-bullying Policy.
Health & Safety Policy.
Safeguarding Policy.

Action Plans – see attached appendix 1

Action Plan A – Improving Physical Access

St Vincent's will take account of the needs of pupils and visitors with physical and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We are continually reviewing teaching areas and the accessibility of fixtures and fittings.

These include:

- Wheelchair access
- Programme of redecoration to include safe flooring, curtains/blinds and lighting.
- All corridors areas painted in light colours to provide good contrast for labels and signs.
- Disabled Facilities
- Access to all areas of school.
- Entrance doors, fire exits and access to areas of school.

Action Plan B – Improving Curriculum Areas

St Vincent's will continue to seek and follow the advice of the Central Bedfordshire services such as specialist teachers, advisors and SEND inspectors/advisors and of appropriate health professionals from the local NHS trusts.

Procedures used:

- Use of data obtained on future pupils to facilitate advanced planning - including pupils transferring from other schools (where possible.)
- Established procedures for the identification and support of pupils with Special Educational Needs including Gifted & Talented Pupils.
- Detailed information given to all relevant staff.
- Regular home school liaison.
- Differentiated curriculum to enable all pupils to feel safe and make progress.
- Teaching assistants deployed to cover a range of curriculum needs e.g. speech & language, emotional well-being, literacy and numeracy.
- Special considerations for pupils taking part in tests.
- Strong links with outside agencies.
- Consideration of pupils preferred learning styles.
- Provision Mapping.
- Family Worker employed to provide parental support and training
- Links to Well-being and Mental Health initiative. (CHUMS)
- Use of counselling to support pupils in school.
- Targeting of Pupil Premium Grant.

Action Plan C – Improving the Delivery of Written Information

St Vincent's will be aware and utilise local services, including those provided through Central Bedfordshire, for providing information in alternative formats.

- Provision of information to pupils with disability and their parents.
- To make use of the skills of support teachers and EAL support staff.
- Provision of information in different forms and languages.
- Provision of information in variety of forms i.e. large print, oral information.
- Signposting families to outside agencies.
- Use of EHA (Early Help Assessment) to support families.

Monitoring and implementation of Action Plan

Implementation to be overseen by the head teacher and Governors. Regular evaluation and monitoring to be undertaken by the head teacher and governors.

Full evaluation to be carried out by Governors on a yearly basis. Methods of monitoring:

- Audit of curriculum areas.
- Observation of teaching and learning.
- Evidence of greater involvement of disabled pupils.
- Progressive improvements to physical environment.
- Integration into School Development Plan.

Appendix 2: School Plan showing disability access facilities.

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Appendix 1: ACCESSIBILITY PLAN

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
SENDCo
School Business Manager
Site Manager

An Access Audit is carried out by the HT, DHT and SBM annually and the actions are then added to Appendix 1. The next audit is due to be completed July 2018

Access Report Ref.	Item	Activity	Timescale	Cost
1.				
2.				
3.				
4.				

This audit is to be carried on an annual basis

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Appendix 1: ACCESSIBILITY PLAN

Action Plan A – Improving Physical Access

Ref	Question/ Area to action	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	Action agreed
1	Improve corridor and classroom access	Keep corridors clear from obstructions.	Immediate	High	?	Ongoing	staff	Check that all evacuation lighting works Redecoration programme throughout the school and visual signs in place.
2	Are classrooms easily accessible and hazard free?	Classrooms are free of obstructions. Ensure children are seated properly	Immediate	High	?	Ongoing	staff	
3	Wheelchair access to main school building?	Enable wheelchair users to access entrance	Ongoing quotes sought	Medium				
4	Disabled parking	Space is provided on parking plan.	ongoing	Medium	none	ongoing	Office staff to ensure space is available at all times	
5	Disabled Toilet	Ramp needed to access toilet?	Ongoing	Medium	?			
6	Are there any changing and shower facilities?	Scheme to replace lighting throughout the school	Source quotes?	High	?			
7	Is the lighting, including the emergency lighting adequate?	Lighting is in place	Immediate	High	none			
8	Does the decoration support the needs for impaired persons?	Painting in light colours to improve visuals. Contrasting colours on handles, skirting boards etc. Visual signage in place?	Redecoration programme in place.	Medium		ongoing		
9	Entrance to school inc car park Access doors to hall	Improve to adequate standard. Replace window with door. Cost of leveling resurfacing Cost of door and works						

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Action Plan B – Improving Curriculum Access

Ref	Question/ Area to action	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	Action agreed
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing through termly SLT monitoring	High	SLT release costs	ongoing	SLT	Provide staff with monitoring feedback
2	Develop curriculum to address all pupils needs across the National Curriculum/ Outdoor learning	Use of visual aids. Deployment of staff. Training and development Parental awareness	ongoing	high		ongoing	All Staff SENDCo Outside agencies	
3	Interventions	SENDCo to audit current interventions and their success/impact on progress. Use of EHA plan where necessary. PLSPs?	End of Advent term	High	Resourcing costs of identified areas to develop	ongoing	SENDCo	
4	Staff training in the production, implementation and review of Provision maps and PLSPs	SENDCo to deliver staff training to teaching staff.	September and reviewed every term	High		ongoing	SENDCo	

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Appendix 1: ACCESSIBILITY PLAN

6	Staff training insupporting pupils with SEND – focus on keyareas of need within the school: SLCN, SPLD, ASD, Dyspraxia, ADHD, Hearing Impairment, diabetes, epilepsy, speech and language	SENDCo to deliver training where possible or source outside agencies. Identify gaps in knowledge and seek external advice if necessary. Develop staffs understanding of different learning styles. Provide training for Support Staff for the use of Precision Teaching.	Ongoing CPD programme	High	CPD for staff and cost of external specialist.	ongoing	SENDCo	
7	Review the quality of the acoustics for children with Hearing Impairment	Is there a need for a sound system?	Reviewed annually	Medium		Advent term 2017	SENDCo	

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Appendix 1: ACCESSIBILITY PLAN

Action Plan C – Improving the Delivery of Written Information

Ref	Question/ Area to action	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	Action agreed
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Low	Costs linked to translations by LA	Ongoing	Office Staff	
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Low	Not applicable	Ongoing	Office Staff and Family Worker	Source support from Central Bedfordshire Council
3	Improve communication with parents	Introduce parent mail system.		High	?	ongoing	SBM	

Statement:	Accessibility plan
This statement was approved:	October 2017
This statement will be reviewed:	July 2020
Governor committee responsibility:	Finance and Premises