

St Thomas More's Catholic Primary School

Accessibility Policy and Plan 2015-2018

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of St Thomas More's Catholic Primary School recognises the following duties that this places upon them;

- 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 make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve 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.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Resources Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and St Thomas More's Catholic Primary School

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

St Thomas More's Catholic Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Special Educational Needs (SEN) Policy as well as Equal Opportunities Policy.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted upon request.

Supporting Policies:

Single Equality Scheme

Special Educational Needs

Curriculum Policies

Anti-bullying

Educational Visits

Previous Adaptations made to the school;

- Included a cloakroom / toilet for the disabled
- Including ramp access to the school main entrance
- Including ramp access to the Pre-school
- Handrails fitted to the slope to the Pre-school
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Staff within the school volunteered to be trained so that children with medical needs could gain access to the education, eg diabetes, epilepsy, celiac.
- Provision of a disabled parking bay in the staff car park.

Approved at: Resources Committee on 07 January 2016

Review: Every 3 years

Next review date: January 2019

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Objective	Strategy	Outcome	Timescale	Goal Achieved
To have complete awareness of individual needs to enable equality	<ul style="list-style-type: none"> • Audit of pupil needs and staff training to meet those needs. Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. 	Teachers are aware of the relevant issues and can ensure that this group has equality of access to opportunities.	As need arises	All school activities are accessible to all disabled pupils and staff
To ensure all off-site activities are accessible to those with specific needs	<ul style="list-style-type: none"> • Review all off-site provision to ensure compliance with legislation • Plan all off-school activities to ensure, where reasonable, the participation of all pupils 	All off-site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	All out of school activities are accessible to all pupils
To furnish the school so that pupils and staff can participate in all activities without the need to make frequent adjustments to furniture	<ul style="list-style-type: none"> • Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases • Classrooms are organised to promote the participation and independence of all pupils • Furniture in all rooms, including hall for lunchtimes, is suitable for the needs of pupils. Specialist furniture is purchased where needed 	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils All pupils able to work, eat and play together	Start of each year and as needed should new members of the school community start	Increase in access to the Curriculum and all members of the school community included in all activities
To inform all staff about the needs of particular pupils so that they understand the support which needs to be given	<ul style="list-style-type: none"> • Training for raising awareness of the particular needs of any pupils on roll 	Whole school community aware of issues relating to needs	Ongoing	Community will benefit by a more inclusive school and social environment
To make available written material in alternative formats when specifically requested	<ul style="list-style-type: none"> • The school will make itself aware of the services available for converting written information into alternative formats. 	The school will be able to provide written information in different formats when requested for individual purposes	As required	Delivery of information to all

Reviewed: Jan 2017