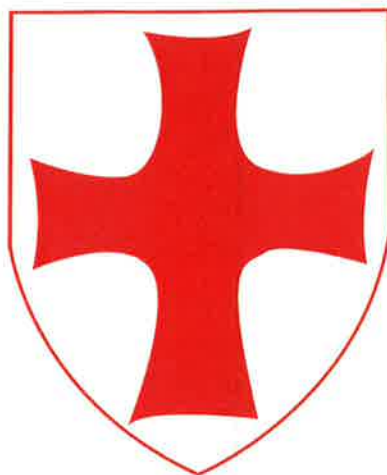


St. Robert Southwell Catholic Primary School



ACCESSIBILITY POLICY

Last Review: September 2016
Next Review: September 2017



A school in the trusteeship of the
Diocese of Westminster

MISSION STATEMENT

- Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;
- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.



RATIONALE:

St. Robert Southwell Catholic Primary School is a caring, learning community, in which every individual has an equal opportunity to discover, explore, and learn in a safe, stimulating, supportive environment.

As a Catholic school our accessibility plan is underpinned by our core values and beliefs: we are an inclusive school, we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging all discrimination, including against those with disabilities, ensuring equality of access, and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will assess, evaluate and review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all, and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for isolated individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

We recognise the importance of providing access to education and educational achievement by disabled children as essential to our inclusive ethos, ensuring consistent equality of opportunity for all, and supporting children's aspirations towards full participation as adults in society and the economy.



Introduction & Legal Requirements

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

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

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day-to-day activities'.

AIMS OF THE ACCESSIBILITY PLAN:

□ To recognise that making the curriculum and environment accessible to disabled children improves and enriches the experience of all children and benefits the whole community.

To have a strategic plan for:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and school life safely.
- Improving the physical environment of the school in order to increase the extent to which disabled children and their families can access the facilities and services on offer.

See Accessibility plan attached (appendix 1)

**GUIDELINES:**

The Governors will review annually the status of educational provision for disabled children and publish information about their Disability Equalities action plan and accessibility plans annually to parents.

The review will be included as part of the School Improvement Planning cycle.

- The school Disability Accessibility Plan will identify priorities for improving access to the curriculum and to the school site. It will address the needs of pupils through staff training, communication with other schools to share good practice, assembly and PSCHE plans to explore disability and access etc. It will address the access needs of disabled visitors/parents.
- Consideration will be given to the participation by disabled pupils in different areas of the curriculum e.g. the inclusion of physically disabled children in PE.
- Room organisation will be adapted to meet the needs of a disabled child as well as ensuring the safety of all children – e.g. Personal emergency evacuation plans.
- Where necessary, target-setting will take account of P levels for those pupils working below level 1 of the National Curriculum, using granulated targets.
- Individual Education Plans and Behaviour Plans (and Care Plans where necessary) will address the individual needs of disabled children and will be drawn up in consultation with parents and the Inclusion Manager. They will be reviewed and amended regularly with parents.

Policy Date:

Reviewed: July 2016

Review date: July 2017

Appendix 1: Accessibility Plan 2016-2018