



***The Federation of St Elphege's
and Regina Coeli Catholic Schools***



Disability Access Policy and Plan

September 2016: Tessa Christoforou, Deputy Head (Inclusion)

Reviewed October 2017

Next Review: September 2018

'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God we will.....

- develop our children's faith, spirituality and joy in the love of God.
- teach our children to the highest standards thus realising their own potential.
- give our children the knowledge, skills and confidence to succeed and take pride in their achievements.
- create a Christian community where we all behave well, have good manners, and learn tolerance and respect for ourselves and others.
- prepare our children today to become tomorrow's responsible and independent individuals.
- make school a happy, safe and caring place where we all enjoy learning, work hard and do our best.
- create a partnership of love, joy and high expectations between children, their parents, the staff and the governors, the parish and the wider community.

Inclusion statement

The school community will ensure that ALL children irrespective of ability, ethnicity, age, gender (including those *who identify as* transgender and all differing sexual orientations), cultural and home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community.

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 guidance 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.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;*
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;*
- progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;*
- auto-immune conditions such as systemic lupus erythematosus (SLE);*
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;*
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;*
- learning disabilities;*
- mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post traumatic stress disorder, and some self-harming behaviour;*
- mental illnesses, such as depression and schizophrenia;*
- produced by injury to the body, including to the brain.*

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. The current Plan will be appended to this document.

Vision and Values

At The Federation we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. The Federation is committed to providing environments in each of its schools that enable full curriculum access, that value and include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to

disability and to developing a culture of inclusion, support and awareness within the school.

The Federation Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Aims and Objectives

With relevant and timely actions to support The Federation in meeting its responsibility with regard to the Equalities Act 2010 the Accessibility Plan will:-

- **Increase access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- **Improve the delivery of written information to pupils, staff, parents and visitors** with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information may be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website and will be monitored through the Health, Safety and Welfare Committee.

| Aim 1 To increase the extent to which disabled pupils can access the school curriculum. | | | |
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| Targets | Strategies | Timescale | Responsibilities |
| To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues. | Systems in place for regular review Strategy/liason meetings with outside agencies/nursing teams Training for Key members of staff | ongoing | DHT Pastoral and Inclusion |
| To ensure full access to the curriculum for all children | A differentiated curriculum with alternatives offered. <ul style="list-style-type: none"> • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy | ongoing | Subject Leaders SLT |
| To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. Assemblies to raise awareness of issues relating to disability. | ongoing | Classteachers |
| All policies clearly reflect inclusive practice and procedure | To review all statutory policies with relevant stakeholders to ensure that they reflect inclusive practice and procedure | In line with policy review timetable | SLT Governing Body |
| To establish close liaison with parents | Regular meetings with relevant staff E.g. Structured conversations, curriculum meetings, workshops, parents' consultation evenings. | ongoing | Classteachers SMT SLT |

Aim 2 : To improve and maintain the physical environment of the schools to increase the extent to which disabled pupils can take advantage of education and associated services.

| Targets | Strategies | Timescale | Responsibilities |
|---|--|-----------------------------------|---------------------------------|
| Improve physical environment of school environment | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | ongoing | H,S&W Committee |
| Ensure environment is fit for purpose for all children | Colourful, lively displays in classrooms and inviting role play and reading areas. Appropriate workstations for those pupils who may require a less stimulating visual environment | ongoing | DHT Inclusion |
| Ensuring all with a disability are able to be involved. | Create access plans for individual disabled children as part of SEN Support/provision mapping process Create individual Fire Exit strategy plans for pupils with reduced mobility Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. | Ongoing When necessary | Teaching and non-teaching staff |
| Ensuring disabled parents have every opportunity to be involved | Utilise disabled parking spaces for disabled to drop off & collect children if and when necessary Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents | When necessary ongoing | DHT Pastoral &Inclusion |

| Aim 3: To improve the delivery of information to disabled pupils, staff, parents and visitors. | | | |
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| Targets | Strategies | Timescale | Responsibilities |
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | Annually reviewed | DHT Inclusion DHT Pastoral |
| To enable improved access to written information for pupils, parents and visitors. | Investigate symbol software to support learners with reading difficulties. <ul style="list-style-type: none"> • Raising awareness of font size and page layouts to support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that it is accessible | Ongoing | DHT Inclusion English Lead |
| To review children's records ensuring school's awareness of any disabilities | Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings/ Vulnerable Pupil Checklist • EHCP Annual reviews • SEN Support plan reviews • Medical forms updated annually for all children (parents evening) • Individual healthcare plans • Significant health problems – children's photos displayed in Medical Photo book info kept in separate file in office and Pupil Support folders in classrooms | Annually for all pupils On entry for in-year/ new starters | Office Staff DHT Inclusion DHT Pastoral |
| To evaluate and review the above targets annually | Health, Safety and Welfare Committee meetings Governor visits Regular site walks by leadership team/Premises Manager | HT's report | |