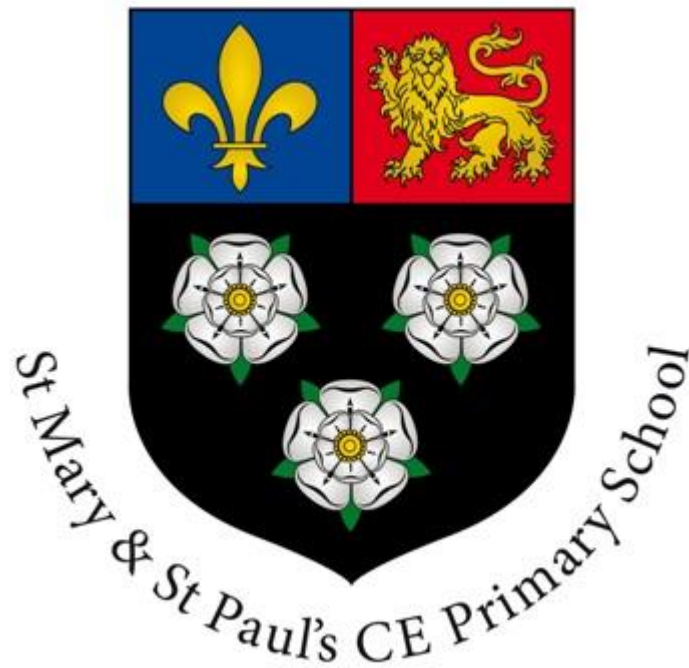


St Mary & St Paul's CE Primary School



Disability Equality Policy including our Accessibility Plan

September 2022 - 2025

Disability Equality Policy & Accessibility Plan (2022-2025)

This policy takes into account the

- **Children and Families Act 2014 (section 69)**
- **Equality Act 2010**
- **Special Educational Needs and Disability Regulations 2014**
- **Special Educational needs and disability code of practice: 0 – 25 years.**

It should also be read together with our SEN information report and SEN policy document.

Introduction

The Governing Body has had 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 Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is an accessibility action plan showing how the school will address identified priorities over the next 3 years.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services. From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan, which is appended, details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

Our school's vision statement and aims stresses the importance of the individuality of all of our children.

As a school community we are fully committed to the concept and practice of inclusion: giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and wellbeing of all our children are our paramount priorities. This scheme helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives. Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

Aims and objectives

St Mary & St Paul's CE Primary is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities. We ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides. We never treat a pupil with a disability less favourably than others because of the nature of his/her disability. We will make all reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage. We do our best to anticipate the needs of a pupil's, a parent, or staff member with disabilities before s/he joins the school. We ensure appropriate involvement of stakeholders in the ongoing development of our Disability Equality Scheme and Accessibility Plan.

Admissions and Transitions

St Mary & St Paul's supports a policy of inclusive education and therefore we have a commitment to the admission of children with SEND and/or disability. Admission arrangements for pupils with SEND/ disabilities will not differ from the arrangements for other children. A copy of our full admission policy is available from the school office.

Transition between phases or provision in Education is accomplished through:

New starters:

Before your child starts school we will meet with parents so that we can ensure a positive start into school. New starters will be invited to spend time with their new class prior to starting school and this is usually done in conjunction with the previous school, Nursery or Daycare provision.

When children are moving on to a new school we will arrange extra transfer visits. Parents are encouraged to visit the new school and a member of staff from school is happy to visit with the parent if they need support, or we can arrange for Parent Partnership to support these visits. The SENCO will always meet with the new school to ensure that all information is passed on about the child. If a CAF (Common assessment Framework) or Early help assessment is in place, staff from the new school will be invited to a transition meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.

Transition within school:

Transition arrangements are in place for transition between key stages and year groups. Pupils are given the opportunity to meet with their new teacher and to spend time in their new environment. If required, transition books can be put in place to support pupils in preparing for their new class over the holidays.

Transition to secondary school:

Pupils will have the opportunity to visit their new school. All key information about pupils' needs will be passed onto the new school, including information on attainment, intervention, needs and key barriers to learning or access. The SENCO will also meet with key members of staff from feeder secondary schools and in some cases these staff will meet children in school as well.

Removing barriers

The governing body acknowledges the need to make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will

always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter. The Accessibility Plan covers the measures take to improve our school.

The physical environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school and movement around the school e.g. ramps and handrails;
- accommodation within the building, e.g. by providing toilets for disabled pupils
- furniture, e.g. by procuring rise-and-fall tables, sinks and ovens;
- information and communication technology, by selecting appropriate hardware and software;
- signage e.g by putting it in clear print

The curriculum

Our school curriculum is organised into three pathways which caters for the individual and complex needs of all our children so that they can **all** access an appropriate curriculum and achieve their full potential:

- **Pathway 1** – Stepping stone hub 1 – Sensory based curriculum (informal)
- **Pathway 2** – Stepping stone hub 2 – Semi formal following aspects of the National Curriculum which is adapted to meet individual needs. Delivery is organised in intensive blocks
- **Pathway 3** – Whole school – Formal following the National Curriculum with any adaptations being made in each class.

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate. We use language that does not offend, and we make staff and pupils aware of the importance of language. Our reading books and other resources contain positive images of people with disabilities. The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual and group target setting takes place across the school which is linked to the marking of children's' work.

Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) can be made available in alternative formats that are clear and user-friendly, such as large print, or it may be transmitted orally, or through lip-speaking or the information being read when requested, or through a recognised symbol system, (PECs), or through ICT when required. We always take account of disabilities, be they the pupils or their parents. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter or text.

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff follow the necessary procedures, and will not discriminate against people with disabilities (see also Safer Recruitment Policy) Should a member of staff become disabled, the governing body will endeavour to make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post. All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development. This school liaises with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through services such as those for the children who are hearing impaired or visually impaired .

Health and safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away. Personal health care plans are drawn up for children who require assistance with feeding/toileting /changing. These are drawn up by the school nurse in conjunction with school and the parents. The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Policy into practice

The governing body is responsible for the school's duty to ensure disability equality. A named governor (TBA) and a designated member of staff, Headteacher and SENCo, jointly discharge the responsibility of ensuring that we meet our obligation to ensure disability equality. The Headteacher ensures that all members of staff are aware of their responsibilities to all pupils without exception. All members of staff are fully committed to the policy of ensuring disability equality for pupils, parents or staff with disabilities. Parents

and carers are asked to keep the school informed about any relevant issues, so that we can work towards resolving them.

Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving. We monitor:

- admissions;
- achievement;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.
- pupil voice data.

Evaluations based on these data are then reported to the governing body, and action plans are drawn up or amended as appropriate.

Monitoring and review

The governing body has a named governor with responsibility for matters of disability equality. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA. The Headteacher implements the school's disability equality scheme on a day-to-day basis, and ensures that all staff are aware of the details of the scheme as it applies to them.

The policy is published on the school website. The Headteacher reports to the governing body annually on matters regarding the disability scheme. This scheme will be reviewed at any time on a request from the governors, or at least once every three years. The impact of the scheme and other policies on disability equality are reviewed by the governing body.

ACCESSIBILITY PLAN

At St Mary & St Paul's CE Primary we are continually striving to improve the opportunities for all our pupils including those with disabilities: this includes monitoring and review of the curriculum and the physical environment in which the children learn.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. **Equality Act 2010**

St Mary & St Paul's is committed to providing an environment that enables full curriculum access that values all pupils, staff, parents and visitors regardless of their background and specific needs. We are committed to taking positive action in line with the Equality Act 2010 and to developing a culture of inclusion, support and awareness within the school.

Current Provision

The school is a one storey building.

There are designated disabled facilities with a ramp access to the kerb to surmount.

All main entrance doors are accessible to wheelchairs.

Entrances are either flat or have ramped access.

Pathways of travel around the school site and parking arrangements are safe and well signed.

Areas are well lit.

There are three disabled toilets within the school building.

The school endeavours to be dyslexia and autism friendly.

Nursery and Reception all have access to high quality outdoor learning opportunities.

We have our 'Stepping Stone Hub' (specialist provision) for children who have got significant disabilities and/or SEND. Stepping stones have their own separate play area/ outdoor learning space

IPads are also available to support learning and communication.

Additional specific classroom resources are provided as necessary including sloping desks, pencil grips, lap pads etc.

We ensure that learning materials are provided using appropriate styles and size of font and modified SATs papers are accessed as required.

All Y5 and 6 pupils access swimming lessons

Relevant staff are trained as appropriate to provide particular medical support, including:

- Use of an epi-pen for allergy
- Emergency support for asthmatics
- Use of a defibrillator

Future Provision Educational Opportunities and Accessibility of Information

Information and Communication Technology is upgraded annually and a budget set aside to ensure appropriate software packages are purchased if necessary to facilitate curriculum access for a disabled pupil. The action plan for the physical environment below, shows proposed improvements to be made to further enhance accessibility over the next 3 years.

Our main focus over the next 3 years will be to develop and embed the Stepping stone provision allowing our more complex learners to be able to access school in a secure and safe manner as well as having their multiple needs met by deliver of an appropriate curriculum in an appropriate provision.

St Mary & St Paul's Accessibility Action Plan 2022 - 2025

Issue / Objective	Action to be taken	Personnel Responsible	Time Scale
To continue to be welcoming and understanding of the needs of all groups so they can successfully access all aspects of school life eg dyslexia, ASC, ADHD and EAL friendly.	<ul style="list-style-type: none"> Update staff CPD internally around different disabilities/ potential barriers to learning and how they can be best supported Purchase any additional resources required to support individual pupils To access any additional support from outside agencies as required Staff to attend any outside training as required eg annual SENCO conference 	Headteacher SENCO	<p>Ongoing</p> <p>Sept 2022 – update EAL training provided by the LA</p> <p>Spring term/ Autumn term 2024 – update training for staff around supporting ASC children provided by LA</p> <p>Positive Regard Training – September 2023</p> <p>(Top up / refresher training planned for Spring 2025)</p>
To continue to develop and refine	<ul style="list-style-type: none"> Research and write appropriate 	Headteacher SENCO	Launch of curriculum Sept

our Stepping Stone curriculum and assessment systems for children with highly complex needs/ disabilities	<p>curriculums and develop linked assessment tools to track progress/ tracking</p> <ul style="list-style-type: none"> • Identify and access training for staff • Identify and purchase additional resources to help develop the curriculum provision. 	<p>(Bradford Twinning project)</p> <p>Eric Craven –(advisor)</p>	<p>22</p> <p>Embedding phase ongoing throughout 22.23</p> <p>Staff training and support from ASC specialist teacher Summer 2024 & Autumn 2024</p> <p>Additional support from Central primary – Spring 2024</p>
Additional specific classroom resources are provided as necessary including sloping desks, pencil grips, coloured paper etc.	<ul style="list-style-type: none"> • As required to purchase or source additional resources as required to support an individual pupils needs. • Purchase of resources to support the development of the Stepping Stone Hub) 	<p>Headteacher</p> <p>SENCO</p> <p>Advice from EP, school nurse or other outside agency</p>	<p>Ongoing as required</p>
To fit an Audio loop for HI		<p>Headteacher</p> <p>Building Consultant – Cunliffes</p>	<p>Dependant on funding</p>
Enlarged print letters or other documents for any VI parents	<ul style="list-style-type: none"> • School to audit and be aware of any parents who need adaptations to documentation • As required print accessible documents for any parents 	<p>Headteacher</p> <p>Administration staff as required</p>	<p>ongoing</p>
All policies to	<ul style="list-style-type: none"> • GB to review all 	<p>Chair of Govs</p>	<p>Ongoing as</p>

continue to be reviewed and amended inline with relevant legislation eg Equality Act.	policies	Headteacher	policies are reviewed
To raise awareness and promote a positive attitude towards all groups by identifying appropriate books and motivational posters. To invite speakers into school who would promote better understanding of equality.	<ul style="list-style-type: none"> Planned Inset training day October 2024 	Headteacher Deputy Headteacher Assistant Headteacher SENCo Literacy and other curriculum Coordinators	Ongoing
<p>To embed the work of our Stepping Stone provision to support some of our vulnerable pupils to access learning and appropriate social, emotional and communication skills</p> <p>To develop appropriate, accessible out door provision for our stepping stone children</p>	<ul style="list-style-type: none"> School to identify key staff to work in Stepping stones School to identify an area to develop and resource into a base. Identified children to attend and successfully access learning at their level in a language rich and play based environment 	School SLT inc SENCO	<p>Embedding work started in AY 21.22 September 2022 - then ongoing.</p> <p>Successful funding bid for additional resources AY 23.24</p>
To further develop staff knowledge and understanding of speech, language and communication needs	<ul style="list-style-type: none"> Internal CPD provided by PE following external training Raise the overall profile of Speech and communication need across the staff including the development of comprehension and vocab skills. 	SLT & PE as SENCO	<p>Initially started in September 2018 then ongoing</p> <p>Appointment of school SALT AY 21.22 onwards</p> <p>Ongoing Welcomm</p>

	<ul style="list-style-type: none">• EYs staff & stepping stone to attend training & implement SALT programmes including Blank level questions• Full involvement in the Knowsley LA Speech and language strategy – staff CPD, audits, school visits etc.		training for TAs Spring / summer 2024 – staff to visit Central Primary School
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