

# School Accessibility Policy

**Date:** Nov 2018

**Lead:** Acting Assistant Head

**Committee:** Curriculum, Standards and Community Committee

**Review:** Nov 2019

*'Bless us to encourage, love and learn'*

According to the Equality Act 2010 a disabled person is defined as someone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean:

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

The definition of disability covers physical disabilities, sensory impairments, mental health and learning disabilities. It also includes those with progressive disorders.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education so since 2002 the Governing Body at St Jude and St Paul's has three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils.
- To plan to optimise access to education for disabled pupils, so that they are not at a substantial disadvantage.

## **Starting Points**

The aspirations of the Governing Body are to ensure that all children with a disability can participate in all areas of the curriculum. In conjunction with advice from appropriate professionals the governing body aims to ensure that wherever reasonable adjustments are made in order to:

- increase the extent to which disabled pupils can participate in the school curriculum (The governing body does not make the assessments)
- maximise access to the physical environment of the school.
- optimise the extent to which disabled pupils can take advantage of education, extended life opportunities and associated services

The school's Accessibility Policy is to be resourced, implemented, reviewed and revised as necessary and reported on annually. Relevant sections of the School Development Plan show how the school will address the priorities identified in the plan.

St Jude and St Paul's has high expectations for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school:

- sets high aspirations and targets for all pupils in every area of the curriculum.
- responds positively to pupils' diverse needs
- aims to overcome potential barriers to disabled pupils in every aspect of school life.

St Jude and St Paul's makes all children feel welcome irrespective of race, colour, creed or disability.

### **Views of those Consulted during the Development of the Policy**

The plan is informed by:

- the priorities of the local authority.
- the views and aspirations of other disabled people or voluntary organizations.
- the views and aspirations of disabled children and young people themselves.
- the views and aspirations of the parents of disabled pupils.

### **Information from Pupil Data**

This section aims to demonstrate the presence, participation and achievements of disabled pupils.

The Acting Assistant Head - Inclusion compiles an SEND profile which gives up to date information of all pupils with SEND. The children on this profile are closely monitored on a termly basis. Achievement and attainment are tracked termly.

### **School practices and procedures**

School practices and procedures are completed with an awareness of current disabled children in the school, particularly in learning, teaching, behavior and anti-bullying policy, risk assessment procedure, time tabling and the administration of medicines.

### **The Main Priorities in the school policy**

Increasing the extent to which disabled pupils can participate in the school curriculum.

The aim of the Accessibility Policy is to go beyond the basic principles of three-level differentiation and respond to the fact that, for pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater level of differentiation will be necessary (QCA 1999).

This section shows how; over time the curriculum will become more accessible.

The school has set the following overall priorities for increasing curriculum access:

- a planning meeting will be held at the end of each academic year between class teacher, Acting Assistant Head (responsible for the Accessibility Policy), Premises Manager and Head teacher to plan for the needs of any child on the SEND Profile.
- where necessary, arising from these meetings, school will seek help from parents, external agencies and any other services to inform the development of the access plan for these children.
- termly pupil progress meetings to discuss the progress of pupils on the SEND Profile and those not making expected progress interventions planned.
- lesson observations will include a focus on inclusion for those pupils on the SEND Profile.
- extra-curricular activities monitored to ensure pupils on the SEND Profile are fairly represented.

- monitoring of TA support to enable inclusion of all children on the SEND Profile in the areas that they need support, as identified in their support plan/Education, Health and Care Plans(EHCPs).

The school has set the following overall priorities for increasing curriculum access:

- Where appropriate, through liaison with Speech and language therapists, Occupational Therapists and other external Agencies children will be provided with information presented in a way appropriate to their needs including;
  - Specific resources for dyslexic learners, ADHD, Autism and other conditions
  - large print/audio formats
  - pupil passports/EHCPs
  - personalized resources
  - use of symbols

There will also be specific strategies tailored to the needs of individual children, these will be implemented and reviewed by the Acting Assistant Head and other professional who are involved in supporting the child.

### **Making it Happen**

#### **Management, Coordination and Implementation**

The school Accessibility Policy will be fully integrated into the:

- School Development Plan
- SEND Policy
- Health and safety Policy
- Medical Policy
- Staff handbook

The school Accessibility Policy will, where appropriate be co-ordinated with the local authority accessibility plan, children's services and relevant health agencies. The Governing Body takes responsibility for the school Accessibility Policy.

- The Accessibility Policy will be reviewed and revised annually by the Senior Management and the Governing Body.
- The review will use the pupils individual support plans, outcome of data and the priorities on the School Development Plan.
- The Accessibility Policy will be available to all children, staff and parents, who are able to contribute to the review process at any time.

If you have any queries/questions relating to this plan, please contact;

Ms Tracy Batchelor, Acting Assistant Head - or telephone 020 7254 5598 (the school office)