



St Lawrence's RC Primary School

Disability Equality Scheme Policy And Accessibility Plan 2017-18

Mission Statement

At St Lawrence's School we aim to provide a learning environment where every child feels valued.

As a Catholic school, based on the Gospel and teaching of the Church, we teach and uphold Christian standards of behaviour, attitudes and moral values. We firmly believe in justice and peace, both on an individual and global level fostering an attitude of understanding of other people's religious beliefs, views and life styles.

It is the aim of the school to create a happy and caring atmosphere where each child can learn, grow and develop physically, mentally, morally, socially, emotionally and independently. It is of paramount importance that the uniqueness and individuality of each child is preserved and respected. We aim to provide a curriculum which is broad, balanced, relevant and differentiated and which encompasses the National Curriculum. We adopt a variety of teaching styles as and when appropriate which enables each child to reach his or her full potential.

Our aim is to provide each child with opportunities to experience a variety of learning situations to develop the confidence, knowledge and skills required for independent learning and the aptitude to meet new challenges with confidence.

We believe that the organisation of the school, based on well defined guidelines, promotes a stimulating learning environment.

We believe in, and promote, good parental, parish and whole community involvement.

Introduction

In striving to comply with the Equality Act 2010 our Governing Body has:

- Made provision to ensure disabled children of all definitions can participate in the curriculum;
- Striven to improve the physical environment to enable disabled pupils to take advantage of education, benefits, facilities and services;
- Endeavoured to improve the availability of accessible information to disabled pupils and families when required..
- This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils:
 - Providing a differentiated curriculum experience when required for disabled pupils -increasing the extent to which disabled pupils can participate in the school curriculum;

- Making reasonable adjustments to 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.
- Make arrangements to support disabled parents or visitors to school

The school's accessibility plan will be resourced, implemented, reviewed and revised as necessary. Action plans showing how we will address the priorities identified in the plan follow.

1A: The purpose and direction of the school's plan: vision and values

St Lawrence's School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.

We are committed to equal opportunities and inclusion for all members of the school community. The school aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our admissions policy.

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DEFINITION OF A DISABILITY

All pupils who are defined by the DDA as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility to our school. We therefore have a general duty to improve the accessibility of our school for disabled pupils.

The DDA defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Longterm' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

NORMAL DAY TO DAY ACTIVITY

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

DISABILITY AND SPECIAL EDUCATIONAL NEEDS

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at School Action Plus will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

<u>Special Educational Needs</u>	<u>Both SEN + Disabled</u>	<u>Disabled</u>
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non –verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorder Lack of limbs Sickle Cell Anaemia Gross Obesity Very Short Stature

1B: Information from pupil data and school audit

St Lawrence’s RC Primary School The school is housed on a three storey site, catering for boys and girls from 3-11. In addition to the full mixed-ability cohort in each Year Group, currently we have one pupil with a Education Health Care Plan Needs, 30 pupils are deemed in need of SEN support.

Pupils currently in school have the following needs:

- Identified medical need plans- Cerebral Palsy

- Moderate Learning Difficulties (MLD);
- Autistic Spectrum Disorders (ASD);
- Attachment Disorder
- Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia);
- Speech Language and Communication Needs (SLCN);
- Some children have specific Behaviour Plans

The school's strengths and weaknesses in working with disabled pupils

All staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher contributes to the development of individual learning plans. These contain information on each pupil with special needs/disabilities and outline their strengths, difficulties and strategies for supporting them in the classroom. Support with advice from the SENCO on strategies for dealing with children with individual plans is available to all staff. We provide further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and give ideas of how best to support pupils with these needs. Staff also have access to support and advice from SENTASS specialist teachers and SEN drop-in sessions. In addition, updated information is issued to staff as appropriate, following Annual Reviews.

Our SENCO is a member of the school's Senior management Team who share the responsibility for Inclusion. The SENCO is the first point of contact for liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Health Authority / School Nurse
- SENTASS;
- CYPS
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Children's Physiotherapy Service;
- CAMHS;
- Educational Psychology Service.

The SENCO will liaise with staff from other schools where children with additional needs transfer to us. Liaison and the sharing of information regarding disabled pupils EHC Plan usually begins with ascertaining how a prospective pupil may be supported and to ensure close liaison with parents and staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through PSHE and Assemblies. The physical layout of the school presents some difficulties for non-mobile pupils. However the installation of a lift servicing all floors and the building of ramps have ensured that non mobile pupils and visitors can access all school areas, with a disabled toilet also provided on the ground floor.

How appropriate is the current provision?

Staff are highly aware that effective communication of the issues faced by disabled pupils

and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. CPD needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

Provision in an emergency

If a child has a specific need then an evacuation plan will be developed with a named adult(s) responsible for their evacuation in an emergency. There are regular evacuation practises.

AREAS FOR DEVELOPMENT

- Raising of awareness for all staff of what the Equality Act expects of them
- Raising of awareness for all governors of what the Equality Act DDA expects of them
- Training and INSET for staff to ensure appropriate differentiation of work across the curriculum
- Close monitoring of attainment data of 'Disabled Pupils' including detailed
- analysis of outcome data for disabled pupils – e.g. end of year exams,
- interim reports, TAs and end of Key Stage outcomes information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas; Monitoring and detailing achievements in extra-curricular activities

1C: Views of those consulted during the development of the plan

Views of pupils and parents are considered during the IEP process. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

AREAS FOR DEVELOPMENT

- Questionnaire / audit issued to appropriate parents and analysis of results
- Amendments of curriculum as a result of information gathered from the audit and pupil progress

MAKING IT HAPPEN

2A: Management, coordination and implementation

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported on annually through the Head's report to Governors (the Head Teacher being a Governor) This plan, together with the school's SEN Policy, will be reviewed and revised annually by the SENCO in consultation with disabled stakeholders and representatives of the Senior Management Team and the Governing Body.

THE SCHOOL'S PLAN

The Disability Equality Scheme and the Accessibility Plan for St Lawrence's RC Primary School is available on request from the school office. We also intend to publish the plan on the school website. As always we would welcome your feedback if you feel that anything is unclear or if you have any queries.

AREAS FOR DEVELOPMENT

- Ensure that all school plans reflect priorities for developing access for disabled pupils, including the School Development Plan, Asset Management Plan, School Evaluation Form, Health and Safety Policies and other School Policies
- Publish the Disability Equality Scheme and Accessibility Plan on the school website.

TARGETS FOR 2017-18 AND HOW WE INTEND TO ACHIEVE THEM

Monitoring will be undertaken by the Premises Committee of the Governing Body, with advice from key professionals.

Target	Strategies	Timescale	Success Criteria
To encourage children with learning disabilities or physical disabilities to be representatives on the school council	Actively encourage children with learning disabilities or physical disabilities to be representatives on the school council	On going	Increasing the voice of vulnerable children as representatives
Ensure disability needs are included in subject plans.	Discuss the needs of children with a disability in phase teams and in transition meetings. Seek to employ additional resource where needed (e.g. Child with cerebral palsy, major behavioural needs).	TBA	The needs of all children are matched in lesson plans.
To ensure that disabled pupils are able to access the school curriculum more easily	Information gathering at all key points of a child's education – entry to school and liaise with previous setting/parents/key professionals.	TBA	All practitioners have the information they need to ensure disabled children have access to the curriculum.
To promote the involvement of disabled children in classroom activities, taking into account their styles of learning	We will endeavour to provide the following facilities: <ul style="list-style-type: none"> • Wheelchair access to all downstairs classrooms • Plan activities to promote understanding/empathy of the needs of children with disabilities 	Ongoing	Appropriate and varied activities for all children in all classes. No child excluded from the majority of activities.
To ensure that all written communication is as clear as it can be for all groups of children/families	<ul style="list-style-type: none"> • Alter font size, colour and page layouts for children with a visual impairment. • Introduce weekly 	Ongoing	

	<p>newsletter that encompasses all information required for all stakeholders.</p> <ul style="list-style-type: none"> • School library to continue to have CCTV and Braille books for children with VI. • Audit signage around school to ensure that all school users find it accessible. 		
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Policy Renewed: December 2017

Policy Renewal Date: December 2018