

St George and St Teresa Catholic School Policy for

Disability Equality Scheme Accessibility Plan



Approved by: Curriculum Committee	Date: 22.9.22
Last reviewed on: September 2021	
Next review due by: September 2023	
Signed by:	
Tina Willmott Chair of Governors	
Signed by:	
Nicola Wright Head Teacher	

MISSION STATEMENT

St. George & St. Teresa School is a Catholic School where we show love and care to all members of the community.

It is a place where the Trinity is central to our lives; where we pray together, praising Almighty God, learning about Him and growing closer to Him.

It is a place where we work together, living our faith, and learning together, sharing and developing our knowledge, skills and understanding through all aspects of the curriculum.

It is a place where we endeavour to live as Christians in a multicultural, multi ethnic society.

Faith

We live it,

Love it

And Learn it.

The Gospel Values pertinent to this policy are:

Compassionate towards others, near and far, especially the less fortunate; and **loving** by our just actions and forgiving words.

Mission Statement

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It is a place where we endeavour to live as Christians in a multicultural, multi-ethnic society.

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place.”

***Bert Massie-Chapman
Disability Rights Commission 3***

CONVENTION ON THE RIGHTS OF THE CHILD

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

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Background

The Equality Act 2010 replaced all previous anti-discrimination laws with one single act. This included the 1995 Disability Discrimination Act. The effect of the law is the same as in the past. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. Schools cannot unlawfully discriminate against pupils because of 'sex, race, disability, religion or belief and sexual orientation.' Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This means that, in general:

the person must have an impairment that is either physical or mental the impairment must have adverse effects which are substantial
the substantial adverse effects must be long-term
the long-term substantial adverse effects must be effects on 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'. 'Long-term' means has lasted or is likely to last more than 12 months.

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'

[Disability: Equality Act 2010 - Guidance on matters to be taken into account in determining questions relating to the definition of disability \(HTML\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/353622/Disability_Equality_Act_2010_-_Guidance_on_matters_to_be_taken_into_account_in_determining_questions_relati...)

This definition is broad and includes children and adults 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 of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

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

Introduction

At St George & St Teresa Catholic Primary School, we see each individual as being unique and precious. Ultimately our aim is for all our children to be the best that they can be in all aspects of learning, emotionally, socially and spiritually. We recognise that in order to achieve this, we as a school have to work effectively to remove the barriers that exist for all children including those with a disability in relation to the curriculum, accessing the school environment and wider aspects of school life. Likewise, we endeavour to ensure that our staff, parents, carers, visitors and the wider community are able to access information, the school building and wider school environment.

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

Special Educational Needs Policy
Special Educational Needs & Disabilities (SEND) Local Offer
Safeguarding Policy
Health & Safety Policy
First Aid and Medicines Policy

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Responding to pupils' diverse learning needs by:
 - Creating effective learning environments;
 - Securing their motivation and concentration;
 - Providing equality of opportunity through teaching approaches;
 - Using appropriate assessment approaches;
 - Setting targets for learning.

Information

An effective School Accessibility Plan must be based upon sound data. Planning starts with information that is already held by the school in respect of two broad areas:

- information about the nature of the pupil population (present and future) and the disabled pupils for whom the school is planning;
- information about the nature of our school, its strengths and weaknesses in ensuring access for disabled pupils.

Pupil information might include a range of data:

- pupils already in the school and moving through it;
- the nature of the school's intake in the future, for example:
 - advance information about pupils with an Education Health Care Plan or Statement who may also be disabled;
 - other information, such as local/national information on trends in school population.

- the participation of disabled pupils in different aspects of school life;
- outcomes for disabled pupils.

We need to consider whether:

- there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;
- disability issues are reflected in the curriculum;
- disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and outdoor activity times for pupils with social/interaction impairments, after school clubs for pupils with physical impairments, school educational visits for pupils with medical needs;
- there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- access to information is planned, with a range of different formats available for disabled pupils;
- other issues affect the participation of disabled pupils, for example; bullying, peer relationships, policies on the administration of medicines and provision of personal care, or a lack of role models or images of disabled people within the school, in effect, all the school's policies and procedures, written and unwritten.

Careful consideration of these issues may indicate some clear priorities for the school's accessibility plan. Other issues may need to be addressed more immediately by making 'reasonable adjustments'.

There needs to be an ongoing audit of the school's strengths and weaknesses in working with disabled pupils.

The plan has been informed by:

- the views and aspirations of disabled children and young people themselves;
- the views and aspirations of the parents of disabled pupils;
- the views and aspirations of other disabled people or voluntary organisations;
- Learning Support Services, Physical and Sensory Services;
- School Governor for SEND;
- School staff, teaching and non-teaching;
- School Nurse;
- The priorities of the local authority / MAC.

Accessibility Plan Focus Areas

Access to the Curriculum

In order that pupils with a disability or learning difficulty can access the curriculum, the school will strive to:

- Continue to provide a broad and balanced curriculum for all pupils.
- Continue to develop strategies to the differentiation of the curriculum to enable equal access for pupils with disabilities.
- Implement the advice and recommendations of professionals where relevant.
- Identify all pupils and known prospective pupils who face barriers to learning and full participation.
- Consider pupils' and prospective pupils' assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate.
- Audit the approaches, resources and strategies used when planning and delivering the curriculum and their impact.
- Audit staff training needs in relation to increasing participation in the curriculum.
- Audit pupil and prospective pupil needs in relation to the wider provision of school, including after school clubs, sporting and cultural activities and school educational visits.
- Seek to develop and share good practice in this area and access the opportunities provided by the LA MAC and other schools to facilitate this process.

Access to the Delivery of Information

In order that pupils and other people within the school, with a disability or learning difficulty can access information, the school will strive to:

- Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Collect and share examples of good practice amongst staff.
- Review and audit the schools' approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.
- Maximise the use of IT equipment in the delivery of information.

Access to the Physical Environment

In order that pupils and other people within the school, with a disability or learning difficulty can access the physical environment; the school will strive to:

- Ensure an access audit plan has been completed and incorporate the outcome into the School Improvement Plan.
- Seek to include minor building works or developments to improve accessibility, identified by the school, or through the access audit, into the School Improvement Plan.
- Continue to provide specialist aids/equipment to individual pupils whenever this is reasonable to do so.
- Consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.

MONITORING AND REVIEW

Monitoring of the progress of this plan will be undertaken through regular meetings of the Senior Management Team, the Governors Staffing and Curriculum Committee and the Governors Premises Committee.

The plan will be reviewed and revised, at least on a bi-annual basis. Oversight of the monitoring will be undertaken by the Governing Body and the Senior Management Team.

Evaluation of the plan will be carried out in two ways:

- By conducting a formal audit of progress towards targets identified
- Through the collection of wider information relating to accessibility from pupils, parents, LA, teachers and other relevant parties.

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

St George & St Teresa Accessibility Plan October 2022- July 2025

Access to and participation within the curriculum Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Areas for improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
<p>To ensure that all pupils are enabled to participate in the school curriculum.</p>	<ul style="list-style-type: none"> • Nursery visits prior to entry to establish children’s needs • Outside agency, Early Years’ advisors’ meetings as required • Person centred reviews, reviews of EHCPs and PEP Meetings • Ongoing identification procedures • Ongoing liaison with health and other outside agencies, OTs and speech and language • Commission services Malachi, SENTAA, SISS SEMH Team, Solihull Educational Psychology and hold planning meetings termly • Liaise with LA Support services SISS Autism, Physically Impaired Team and hold planning meetings termly • Use of Early Help, SOLAR, CAMHS wellbeing services as required • Links with social services and virtual school • Considered use of ICT • Reasonable Adjustments made. Suggested strategies and Interventions used as recommended. • AET Friendly School and teaching areas- Audit of the Environment 	<p>Additional equipment as needed including ICT. Cover for staff as necessary. Planning Meetings costed from SEND Budget SENCO Time</p>	<p>SENDCo Head teacher EYFS/KS1 /KS 2 Lead Subject Leaders</p>	<p>Summer Term Termly Meetings</p>	<p>Headteacher SENDCo Subject Leaders Monitored through: staff and pupil views EHCP Annual reviews Pupil progress analysis Learning walks Lesson Observations Development plans for SEND staff</p>

	<ul style="list-style-type: none"> • AET Primary Teaching Toolkit – is being used effectively throughout the school. 				
To ensure all staff are confident at making reasonable adjustments to ensure all children in their class fully access all learning experiences.	<p>Annual training:</p> <ul style="list-style-type: none"> • Epipen • Asthma (updated as required) • Epilepsy (as needed) • Diabetes (specific child/ren) • Hearing Impairment • Keep up to date: • Autism (3-year cycle as well as new to role and new to LA) • ADHD (3-year cycle) • Dyslexia (3-year cycle) • Dyscalculia (3-year cycle) • SAL difficulties via links with SALT • Dyspraxia • Reasonable adjustments lists updated • IEPs • Needs Based Plans updated termly • Toileting plans • AET Primary Toolkit is used effectively • Learning continuums/ Progression Framework used where relevant. 	<p>Training time</p> <p>Staff Meeting Training Schedule</p> <p>Reviews TACs</p>	<p>SENDCo</p> <p>First Aid Lead</p> <p>Deputy Head</p>		<p>Headteacher</p> <p>IHCP review</p> <p>Training records</p>
To promote protective behaviours in terms of keeping safe within the school and social settings.	<ul style="list-style-type: none"> • Embedded e-safety curriculum implemented • Links with Secondary School secured. • Any updates from LA MAC to be implemented • E-safety lead advises staff and leads on internet safety day Parental Awareness of Internet safety 		<p>PSHE Lead</p> <p>E Safety Lead</p> <p>SMT</p> <p>SENCO</p>	<p>On going</p> <p>Additional e-safety advise, updates and links shared with parents</p>	<p>E safety Lead monitors children's work one safety.</p> <p>SLT Monitor internet use alerts</p> <p>PHSE Lead</p>

	<p>is a priority which is addressed through Parents Meetings, reminders on newsletters and the school website, termly curriculum letters home</p> <ul style="list-style-type: none"> • Protective Behaviours embedded within school- Use of NSPCC information/ Assemblies. • Jigsaw PSHE curriculum and SEMH support programmes for children with SEMH 				Questionnaire
To maintain clear communication with families and health providers to ensure support for children with long term health conditions, including epilepsy, asthma and mobility issues is in place and of a high quality.	<ul style="list-style-type: none"> • Liaise with health care providers over individual health care plans and Needs Based Plans • Liaise with parents, including through questionnaires/meetings to ensure health needs are understood. 	SENCO Time	SENCo Headteacher Staff with First Aid responsibility. First Aid Lead	Ongoing	SENCo Monitored through: Staff and pupil views
To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities.	<ul style="list-style-type: none"> • Provide guidance for staff on making trips and visits accessible to all. • Use of 'Evolve' to evaluate trips • Use of personal Risk Assessments for visits as needed • Participate in additional PE and disability sports. • Utilise Virtual School events for LAC pupils • Promote sports clubs • Provide adult support as needed. • Audit after school clubs to ensure 	SENCO Time	SMT SENCo PE Lead Class Teachers Phase Leaders Subject Leaders	Ongoing	Head teacher SENCO PE Lead

	they are accessible for disabled children and that disabled children attend and where necessary are supported.				
To ensure a person-centred approach for SEND pupils and pupils with disabilities.	<ul style="list-style-type: none"> • Co-production of all pupil passports • SEND staff enable pupil contribution to person centred review • Pupil views for PEP meetings 	Time to meet: Class teachers, Learning Support Assistants SENCO, SLT.	Inclusion Leader/SENCo Class teachers.	On going	Headteacher Monitored through: Pupil progress meetings and tracking of progress.
To ensure that children with anxiety and Social and emotional mental health needs are well supported.	<ul style="list-style-type: none"> • Continued training for staff through Educational Psychology, Emotion Coaching and SISS PACE strategies. • Use of Zones of Regulation from Y1 – 6 • Yoga for targeted pupils • Access high needs inclusion team • Access Educational Psychology Emotionally Based School Avoidance 	Taken from SEND budget	SENCO Educational Psychology SISS SEMH Malachi Pastoral Support AI TA s and Teaching Staff	On going Termly Planning	SENCO SMT
To promote staff wellbeing across the school	<ul style="list-style-type: none"> • Children with SEMH high needs are supported by more than one adult through the day to give staff a break • Training for staff • Wellbeing Lead • Access to well-being resources through MAC insurance scheme. 	Staff meeting allocation	SLT	Ongoing	Headteacher

Access to the physical environment

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

Areas for improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
Further develop the school and classroom	<ul style="list-style-type: none"> • Sensory boxes/bags ear defenders, weighted blankets, fidget toys 	Resources to improve environment as needed.	Headteacher DHT/Curriculum	2022-23- re language provision	Headteacher DHT

environments to ensure they effectively support the learning of all pupils with a disability.	<p>available where needed</p> <ul style="list-style-type: none"> • Additional resources for learning difficulties (Mathematics and English) available as recommended • Classroom checklists / toolkits updated- for Autism, ADHD, Dyspraxia, Dyscalculia and Dyslexia • Quite areas available for children to access when needed or advantageous • Display boards, signage & displays are ASC and dyslexia friendly 		Leader	Long term- outdoor learning environment role in this	Monitored through: Focused learning walks Pupil views
To ensure, driveway paths around school and playgrounds are as safe as possible and there is clear access.	<ul style="list-style-type: none"> • Parents/ staff/ Governors/ invited to share any difficulties with access to enable school to make necessary adjustments. • Reminders through newsletters / Meet the Teacher Meetings. 	Funding to address any concerns	Site Manager Governors SLT KS2 teachers MAC	Ongoing	Headteacher Governors MAC SENCO
To ensure that pupils who use wheelchairs can move freely around school.	Audit the environment	SISS PI Occupational Therapy Solihull	SISS PI Occupational Therapy Solihull SENCo SMT Governors MAC	Autumn 22	SENCo SMT Governors
To ensure that there is designated parking space for disabled parents, carers, visitors, Governors and parents of disabled children.	Ensure all staff observe the request not to park in the designated disabled parking places Ensure there is clear marking on the designated bays.	Site Manager SMT MAC	Office Staff SMT	Autumn 22	Site Manager SMT MAC

Availability of accessible information Aim 3: To improve the delivery of information to disabled pupils and parents.

Areas for improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Review all information to parents • Newsletters reviewed • Ensure all info is clear and jargon free • Audit of information on website and accessibility of information. • SENCo - Raising awareness of font size and page layouts to support pupils with visual impairments or Visual Stress/Dyslexia. • Review documentation on website to check accessibility for parents with English as an Additional Language: • Develop a plan for increased use of assistive technology where possible. 	Cost of resources	SENCo Subject Leads ICT Lead ICT Assistant	Ongoing	SENCo/Inclusion Leader Monitor through: Parent views Pupil views EHCP records of process.
To ensure children's additional needs records are clear and up to date and shared with all relevant staff	<ul style="list-style-type: none"> • List of children with additional disorders. • Each teacher/staff member aware of disabilities of children in their classes • IHCP plans kept • Office aware of lead staff • Photo and medical information kept up to date 	Administration time	SLT First Aid Lead	Ongoing	Headteacher Governor Monitoring through: Staff interviews