

St. Joseph's Catholic Primary School

*Disability Equality Scheme
and
Accessibility Plan
2016-2020*



*In the Light of Jesus
we Learn to Shine*

*St. Joseph's Catholic Primary School
Gardenia Avenue
Luton, LU3 2NS*

St. Joseph's Catholic Primary School

Building up God's Kingdom Together

Disability Equality Scheme and Accessibility Plan 2016 - 2020

Introduction

Valuing diversity is central to achieving the overall aim of St. Joseph's Catholic Primary School. The governing body of St. Joseph's Catholic Primary School is committed to the implementation of a policy to achieve equality of opportunity for all staff, pupils and visitors, and to meeting the requirements of the Disability Equality Duty of the Disability Discrimination Act (DDA) 2005.

Background

The Disability Discrimination Act 1995 places on all public authorities (including schools) a general duty, when carrying out their functions to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the DDA 1995
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Specific Duty

The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. The first Disability Equality Schemes should be published in December 2007 and should last for three years with an annual review of progress.

Definition of disability:

The Disability Discrimination Act 1995 definition of a disabled person is someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy, and long-term conditions such as cancer and HIV. Substantial means 'more than minor or trivial' and long-term means lasting or expected to last 12 months or more. They are all likely to amount to a disability but only if the effect on the person's ability to carry out day-to-day activities is substantial and long term, as defined above.

Disability is said to have an adverse effect if it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

Vision and Values

St. Joseph's Catholic Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school does not discriminate against pupils with a physical disability or medical condition and will seek to meet the additional needs of those pupils who have a secondary sensory impairment and those who have an associated learning difficulty. The school's commitment to equal opportunities is driven by our Mission Statement and ethos.

St. Joseph's Catholic Primary School Mission Statement: *'In the Light of Jesus we Learn to Shine.'*

In the light of our school mission statement we believe that Religious Education is the centre around which the planning and teaching and learning in our school is focused. The Gospel values form the core of our aims and objectives and provide the sure foundation on which the seeds of faith can be nourished and can flourish in the hearts and minds of everyone in our school.

Aims

To work together to create a community in which the catholic ethos of the school is fostered at all times. To meet our Disability Equality Duty as specified in Part 5A of the DDA 1995 by:

1. Eliminating unlawful discrimination and the harassment of disabled people related to their disability
2. Supporting the ethos of the school as a Catholic Christian community which values and encourages all children equally, by respecting the rights of disabled pupils to have equal access to the curriculum and other activities
3. Working towards making the physical environment fully accessible to parents, visitors, staff and pupils with a disability
4. Pursuing an inclusive policy which enriches the lives of all our pupils by reflecting the diversity of the wider community and promoting positive attitudes towards disabled people
5. Encouraging participation by disabled people in public life through positive discrimination if necessary.

Action to Date

Our Disability Equality Scheme builds on our achievements to date:

For example we have adopted an Accessibility Plan which aims to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment in St. Joseph's Catholic Primary School to increase opportunities for disabled pupils;
- ensure that disabled children are provided with information in formats that are accessible for them;

St. Joseph's Catholic Primary School recognises the importance of assessing the impact of current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning. St. Joseph's Catholic Primary School therefore regularly monitors the impact of the school's policies. This is captured by means of the school's equalities monitoring process, which involves:

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one, which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

School Information (Physical Environment)

The main body of the school is predominantly a ground floor building with just two classrooms accessed by stairs to a second floor. There is variable access to all areas of the school; not all entrances are accessed via ramps, but this is addressed in any new build or adaptation of accommodation on the site. Alterations and reasonable adjustments over time and in particular, since 2000, have resulted in improved access to facilities.

St. Joseph's Catholic Primary School Accessibility Plan Updated in 2016

This review of the 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.

Specialist Support: Specialist support for pupils with a variety of disabilities is available and may be consulted as appropriate:

- SENCo
- Advisory Team for Inclusion
- Behaviour Support Service
- Educational Psychology Service
- Communication, Language, Autism and Sensory Services
- LA Service for Pupils with Physical Disabilities
- Advisory Services for Health and Medical Conditions.
- Governor Services.

This scheme will be implemented, over the next three years, by the action plans as set out in the appendix.

Reporting and Review:

The scheme will be reviewed and revised every three years and new action plans implemented as appropriate.

St. Joseph's Catholic Primary School will report on progress on the Disability Equality Scheme annually to Governors, and review the policy and scheme bi-annually.

Race, Gender and Disability Equality Monitoring

1. Does this policy have any implications for race, gender and disability equality?

Yes

2. If 'Yes', will it advantage or disadvantage any particular ethnic group, gender, vulnerable group?

Yes. All ethnic groups and both genders will be treated equally but it will enable disabled pupils to gain greater access to the curriculum and the whole of school life.

3. How will this policy if relevant, promote good race relations, gender and disability equality?

It will promote good race relations and promote gender and disability equality by ensuring that disabled pupils, from all ethnic groups, and both genders receive the support they need to be successful.

Success Criteria

4. Progress on the DES is reported to and monitored by Staff Governors every two years.
5. Survey seeks disabled students' views on access to the curriculum and extra-curriculum activities.
6. Staff, pupils and parents with physical disabilities will have full access to the school, where possible.
7. Attendance data, bullying incidents data and achievement data is presented to Governors annually, analysed to show the impact (if any) of disability.

This report will be published as follows:

- On the school website
- A hard copy will also be available to all school members, in the form of alternative communication where necessary.

Review date: September 2019

St. Joseph's Catholic Primary School Action Planning 2018/19

Priority 1: To increase the use of pupil data to inform provision for curriculum planning and identified resource needs.

Success Criteria: High level of participation in whole school life.

Objective:				What success will look like?		
To use pupil data to improve provision and outcomes for disabled pupils.				Pupils admitted to the school will have appropriate provision in place. Disabled pupils will have a smooth transition into school and be more involved in the whole life of the school.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
1. To obtain advance information on future pupil intakes and individual pupils who are not part of planned admissions.	Headteacher SENCo Family Worker SENAT Team	On going. Spring term preceding admission to school.	SENCO Time	School Budget	GB, Curriculum, Admissions, Premises committees	Liaison with other settings has improved through new Code of Admissions arrangements, co-ordinated locally and role of the SENCo/Family Worker.
2. To use data analysis to monitor progress and achievement of identified pupils. Ensure that pupil information is entered on SIMs, and LATs	Head teacher SLT SENCo	Annually: October February July	SLT Management Time	School Budget	HT, SLT, SIA and GB	Assessment and data management whole school priority. Rigorous monitoring of data and target setting – ASPiRE meetings with SIA termly.
3. To raise staff awareness of DDA and its requirements.	HT, SLT, SENCo	Termly updates	Staff meeting(s) – key priorities addressed		HT, SLT, SENCo	Refer to current school year staff INSET overview and dates.

St. Joseph's Catholic Primary School Action Planning 2018/19

Priority 2: To increase the extent to which disabled pupils can participate in the school curriculum.

To improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Success Criteria: Improved outcomes for disabled pupils and greater pupil and parental satisfaction with the arrangements made.

Objective To ensure high quality teaching and learning for all.				What success will look like Increased confidence of staff teaching disabled pupils. Improved outcomes for disabled pupils. Teachers sharing good practice within the school and with other schools.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
4. To raise awareness of the need to provide an alternative curriculum for disabled pupils if appropriate.	Head teacher SLT SENCo	At key points of transition transfer and admission	CPD for all teaching staff, Staff meeting time.	SB	HT, SLT, SENCO, LSS, GB	Refer to current school year staff INSET overview and dates. Specialist P.E. equipment & resources
4a. To review and update feedback, marking and assessment policies to improve access.	Head teacher SLT SENCo	In line with monitoring and review of school policies.	CPD for all teaching staff, Staff meeting time.	SB	HT, SLT, SENCO, LSS, GB	Refer to current school year staff INSET overview and dates
4b. To monitor and review how standard information is provided to pupils.	All Staff	In line with monitoring and review of school practice	CPD for all teaching staff, Staff meeting time.	SB	HT, SLT, SENCO, GB Homework, timetables, worksheets and notices e.g. pictures, symbols, simple language, enlarged print and coloured sheets.	Refer to School Prospectus, Home & School diary, Staff Inset overview and annual school calendar.
5. To develop transition arrangements for parents and pupils new to the school.	Head teacher SLT SENCo Family Worker	At key points of transition transfer and admission	Transition funding	SB	HT, SLT, SENCo, Family Worker	Spring term liaison and transition. In-Year admissions transition Summer term liaison and transition. Termly SLM meetings.
6. To identify and plan specific training in SEND strategies for relevant staff.	SENCo	On going	SEN budget (training needs)	SB Access Funding LA	HT, SLT, SENCo, GB	In-house and external training for staff.

7. Computing Action Plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.	Head teacher Deputy, Computing SL, SENCo	Within each school financial year	Computing budget/SEN budget Termly Staff Meetings	Computing budget/SEN budget	HT, SLT, SENCo, ICT SL School staff to provide update on curriculum use of technology on a termly basis.	Refer to school inventory and annual expenditure. SEND – distribute a range of appropriate technology to pupils with disabilities e.g. iPads, laptops, specialist keyboards (visual impairment)
8. To focus on curriculum planning and develop key skills across all subjects.	Head teacher SLT Subject Leaders, Class teacher(s)	Annually from Sept	Year team meetings, management time	SB	HT, SLT, SENCo	Creative curriculum, AfL, assessment and APP focus reviewed annually. School Plan priorities reviewed termly.
9. To have clear assessment of Year group key skill objectives and expected progress for all pupils; including the use of P Scales where appropriate.	All Staff	Annually from Sept	CPD for all staff	SB	HT, SLT, SENCo	Assessment, Data Management, ongoing School Plan priority
10. To review the deployment of teaching assistants to support a range of Special Educational Need and /or Disabilities.	Head teacher SLT,SENCo	Annually as part of appraisal cycle	SENCo, SLT, Year meetings	SB	HT, SLT, Personnel/Curriculum Committee, GB	On-going SEND provision mapping – adjustments as necessary. Summer term focus to plan deployment for next academic year.
11. To develop & maintain links with other settings e.g. Icknield Primary, Richmond Hill and Central Area Partnership Schools, LZW.	SENCo Family Worker	Annually from Sept	SLM meetings	SB	HT, SLT, Personnel/Curriculum Committee, GB	SEND outreach opportunities in response to individual pupil needs.
12. To evaluate pupil participation in all aspects of school life.	Head teacher SLT SENCo, Class teachers and support workers	Ongoing-parent consultations and review meetings	SENCo, SLT, Year meetings SLM meetings	SB	HT, SLT, Personnel/Curriculum Committee, GB	Very good attendance at parent consultation meetings, information meetings. Positive response to parent and pupil questionnaires/consultations.

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Priority 3: To facilitate access to the physical environment of the school working towards full DDA compliance.

Success Criteria: Physical accessibility increased throughout the school.

Objective To create an environment that welcomes diversity and difference and improved access that will be good for everyone.				What success will look like The school will have improved physical access; the curriculum will be supported by a diversity of equipment. The internal decoration and provision will enhance accessibility for all.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
13. Provide ramps, and toilet/shower facilities as appropriate in most recently constructed buildings giving access to pupils with impaired mobility.	HT, GB	As required	Budget set in consultation with LA during 2016/17	LA Access funds for disabled pupils	LA, HT, SLT, Premises Committee, GB	Disabled toilet/shower facility – installed summer 2011. Identified toilets for pupils with additional need.
14. Provision of parking permits for identified parents to enable them to park in school grounds and ensure access to school buildings and site for pupils and parents.	HT Office Staff	Ongoing	Office Staff Time	LCVAP DFC Building Fund	HT	Access barrier, separation of pedestrians and vehicles, speed ramps, disabled parking bay in both KS1 and KS2 car parks.
17. Provision of teaching & learning space for individual and group support.	HT, SENCo Family Worker	Reviewed termly	Cost of additional TA hours to deliver intervention	SB	GB, SLT	Adaptation of areas in Year groups to provide quiet working space. Development of mobile unit for additional teaching space.
18. Informed decisions for class access so that pupils with physical disabilities are taught on ground floor level where possible	HT, SLT	Reviewed Summer term annually		SB	HT, GB	Pupils with physical disabilities accommodated in ground floor classrooms – as necessary.
19. Ensure that classrooms are optimally organised for disabled pupils within current restraints. Organise resources within classrooms to reflect pupil need.	HT, SLT, SENCo				HT, SLT, SENCO, GB	Clear signage, carpeting, hand rails, ramps. New steps to a number of mobile classrooms.

20. Look at accessibility in all areas of school life. Identify areas, which cannot be made physically accessible to disabled staff and pupils.	SENCo, HT	Ongoing – premises plan review		SB	HT, GB	Consider access and mobility in all teaching areas, signage, positioning of IWB, and lighting, ramps as appropriate.
21. Decorate as necessary and increase colour contrast round doorways.	HT	On going	Rolling programme	SB	Premises committee	New entry doors, access door to garden area with colour contrast round doorways improved through building projects.
22. Purchase of additional resources and equipment as necessary to enhance accessibility in school.	SENCo	On going	SB	SB	HT, GB, LSS To identify aspects of the school where there are particular barriers for pupils with disabilities and to raise staff awareness of how to overcome barriers that may impact on learning.	Disabled toilets. Medical room. Purchase of laptops for individual pupils and a range of other additional T&L resources for individual SEND needs as outlined in PLSP's and Education Health Care Plans.

