Lambeth

St Mary's Roman Catholic Primary School

Wisdom & Faith

Ofsted Outstanding Provider

WISDOM & FAITH

ST. MARY'S SCHOOL CLAPHAM

Disability Equality & Accessibility Action Plan

Adopted and signed for on behalf of governing body: (Name) L. MURPHY-O'DWYER	
Agreed by Headteacher:	
Date:	04/12/19
Policy to be reviewed on:	

1Healthy Schools

British Values

INVESTORS IN PUPILS

St Mary's RC Primary School
DISABILITY EQUALITY & ACCESSABILITY ACTION PLAN

St. Mary's School is committed to providing the best possible education for all children and to developing each child's full potential.
The teachings of Christ inform all our efforts and the way in which we treat one another.
We seek to provide an orderly, stimulating environment in which effort and personal success are rewarded,
special gifts are catered for and needs are met.

We work hard to ensure that the culture and ethos of our school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards pupils with disabilities, under Part 4 of the DDA:

- not to treat pupils with disabilities less favourably for a reason related to their disability;
- to make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage;
- to plan to increase access to education for pupils with disabilities.

The Plan sets out the governor's proposals to increase access to education for pupils with disabilities in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which pupils with disabilities can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- to improve the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

The definition of disability is:

"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

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.

Aim

- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

- Compliance with the Disability Discrimination Act 1995 is consistent with the:
  - School's ethos and aims
  - Equal opportunities policy
  - Inclusion /SEND policy

- We recognise that we have a duty under the DDA to publish an Accessibility Plan but not to:
  - discriminate against pupils with disabilities in our admissions and exclusions, and provision of education and associated services
  - treat pupils with disabilities less favourably
  - take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage

- Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).

- We will work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the child's and parents' right to confidentiality.

- We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

School Accessibility Plan

We have identified the following points of action as the main focus of the School Accessibility Plan namely:

- The physical environment of the school – improving access
- Delivery of the curriculum – improving access
- Provision of information in other formats – improving communication

In order to ensure that action is taken to meet the Disability Equality Duty, St Mary's RC Primary School has drawn up an action plan that outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with people with disabilities.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2019/20							
Taking steps to meet disabled people's needs, even if this requires more favourable treatment	To track the progress of children with disabilities	Children with disabilities to be easily accessible on Target Tracker tracking system	Each term, the children's progress will be analysed when the cohort profiles are carried out.	Every term	Assessment coordinator SENCO	Dec 19	End of year
Assessing which areas are inaccessible for members of the current school community	Looking at the physical environment of the school.	Assessing which areas are inaccessible for members of the current school community. Discussions with Premises Officer and consultants about accessing parts of the school.	Discussions with staff and relevant adults/pupils regarding changes to environment	At the beginning of every school year When a new child starts the school	Headteacher SENCO Reception/ Nursery teachers	Sept 19	End of year / ongoing
Taking steps to meet people with disabled needs, even if this requires more favourable treatment	Get funding to build a room for children with sensory difficulties and emotional needs.	Build a 'Cosy Cabin' for children with sensory difficulties and emotional needs.	Funding application, resource selection and installation monitored. Then pupil engagement monitored.	Half termly	SENCO Headteacher	Jan 20	End of year
Assessing which areas are inaccessible for members of the current school community	Accessing school events.	Provide "Reserved" signs for parents with disabilities so that they may see/ hear/ access more easily during concerts at school in the church and in the parish centre. Provide BSL aid for parents with hearing impairment.	Discussions with staff and relevant adults/pupils regarding changes to environment	Every year	Headteacher SENCO	Sept 19	End of year
*work on strategies towards eliminating discrimination / harassment that are unlawful under the DDA;	To keep a formal record of any bullying or harassment to children and staff who have a disability	Any incidents of discrimination or unacceptable behaviour relating to disability to be highlighted in HT behaviour book or to be reported to Headteacher/ SENCO.	Analysing the data from the record at the end of each term alongside other behaviour analysis	Each Term	SENCO HT	Sept 19	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2020/21							
Taking steps to meet disabled people's needs, even if this requires more favourable treatment	To track the progress of children with disabilities	Attainment and progress of children with disabilities to be compared with all others to ensure comparable standards are achieved.	Each term, the children's progress will be analysed when the cohort profiles are carried out and compared to all others	Every term	Assessment coordinator SENCO	Dec 20	Ongoing
Assessing which areas are inaccessible for members of the current school community	Undertake a review of the school environment in order to meet the needs of the current school community	As necessary, according to the outcome of the review	Pupil and staff access to environment improved.	Ongoing – and as needed.	SENCO HT	Sept 20	Ongoing
Taking steps to meet disabled people's needs, even if this requires more favourable treatment	To ensure out of hours and extra-curricular activities are accessible to all children	Review all out of school provision Plan extra-curricular and out of school activities to ensure participation of the whole range of pupils Ensure suitable transport is provided so that children with disabilities can access extra-curricular and out of hours activities.	Pupils access to out of hours and extra-curricular activities to be monitored.	Ongoing	SENCO MG	Sept 20	Up take for all activities includes SEN and disabled learners Sports clubs tailored to be accessible
All Aspects	To continue the good practice established through actions in 2019-2020	Monitor and evaluate	See actions listed above for '19-'20.	Termly	See responsibilities listed above.	Ongoing	Ongoing
2021/22							

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Taking steps to meet disabled people's needs, even if this requires more favourable treatment	To track the progress of children with disabilities	Children with disabilities to be discussed at formal Pupil Progress meetings to ensure appropriate and timely provision	Each term, the children's progress / attainment will be discussed and provision examined to ensure suitability.	Every term	Assessment coordinator SENCO Class/ group teachers	Sept 21	Ongoing
*Eliminating discrimination / harassment that is unlawful under the DDA;	To keep a record of any bullying or harassment to children and staff who have a disability	A record to be kept of any incidents relating to disability in the Serious Incidents Book	Analysing the data from the book at the end of each term.	Termly	HT/ SENCO	Ongoing	Ongoing
Taking steps to meet disabled people's needs, even if this requires more favourable treatment	To make the school accessible for all potential pupils, parents, staff and visitors.	Obtain advice and carry out feasibility study to further investigate if school can be made more accessible.	Consider feasibility study and take any steps towards achievement of action.	Following the event	Headteacher	May 22	August 22
Taking steps to meet disabled people's needs, even if this requires more favourable treatment	Ensure teachers/ TAs are able to effectively support children of all abilities so that they can fully access the curriculum	Provide training for teachers / TA's on differentiating the curriculum for pupils with disabled	Undertake an audit of staff training requirements and staff evaluation of training	Following the event	SENCO	April 22	July 22
All Aspects	Continue the good practice established through actions in 2020-2021	Monitor and evaluate	See actions listed above for '20-'21.	Termly	See responsibilities listed above.	Ongoing	Ongoing
Investigating the views of the school's interested parties with regards to DE policy in order to inform next 3 year plan	Update of Accessibility Plan. Update register of parents/ staff members who regard themselves as having a disability	Questionnaires to be sent to parents and staff.	CTs to collect questionnaires in and analyse. findings	A letter will be given to all new parents of the school	SENCO	June 22	July 22

Health and Safety Policy Statement for St Mary's RC Primary School

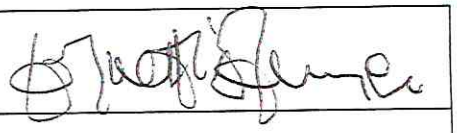
It is the policy of St Mary's school to ensure, so far as it is reasonably practicable, the health, safety and welfare of all our employers and others, particularly children and young people, who may be affected by our activities. In order to achieve this it is our policy to provide safe equipment and systems of work and adequate information, instruction, training and supervision, as may be needed for this purpose. The school recognises the requirements of the Corporate Policy of the London Borough of Lambeth and is committed to providing adequate resources to ensure this policy can be implemented effectively.

Where the school or the Headteacher intends to engage contractors to undertake work, or provide services in its behalf, or on its premises, reasonable enquiries will be made to establish the competence of the contractor to undertake the work safely and without risks to health. The health and safety performance of such contractors will be kept under review in order to ensure adequate standards are maintained.

The school will consult with employees on health and safety matters, including through any appointed trade union representative, with a view to actively involving employees in the effective implementation of this policy.

The policy will be reviewed at least annually by the governing Body, and at any other time when there are significant changes in the activities or management of the school.

This policy and the standards to which it relates are applicable to the Headteacher and Governing Body of the school, and is regarded as compliance with Section 39(3) of the school standards and framework Act 1998.

Adopted and signed for on behalf of governing body: (Name) K. MURPHY-O'DWYER	
Agreed by the Headteacher:	
Date:	
Policy to be reviewed on:	