

St Thomas More Catholic Primary School



Disability, Equality and Accessibility Policy

This Policy links with the following documents:

- Equality Act 2010 Advice for Schools (DfE Updated June 2018)
- SEND Code of Practice 0-25 (DfE Updated April 2020)
- Schools SEN Information Report Regulations (2020)
- St Thomas More SEND Policy (2020)
- Statutory Guidance for Supporting Pupils with Medical Conditions

St Thomas More Catholic Primary School is committed to providing equal treatment for all those who are involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

School aims to develop a culture of inclusion and diversity in which all, including those with disabilities are able to participate fully in school life. Reasonable adjustments will be made to ensure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected by all those involved in the life of the school.

Definition of Disability

The Equality Act 2010 defines disability as when a person has a physical or mental impairment which has a 'substantial' and 'long term' negative effect on that person's ability to carry out normal day to day activities.

Some specified medical conditions such as HIV, multiple sclerosis and cancer (although not all cancers) are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

General Duties

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons
- Promote positive attitudes towards people with disabilities
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities to only participate in those activities that they wish to take part in
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities.

In addition to the above general duty, St Thomas More Catholic Primary School has specific duties to:

- Appraise and update the Disability Equality Policy every two years
- Report on progress annually

Specific Duty

Involvement of People with Disabilities

St Thomas More Catholic Primary School will consult with children with disabilities, staff and those involved in the ongoing development of disability equality provision by:

- Target setting and Annual reviews with SEN pupils/parents
- Analysis of available school disability data
- Analysis of Local Authority / Specialist Organisations reports which examine the experiences of children with disabilities
- Meetings with parents at consultation evenings

Developing a Voice for Children, Staff and Parents / Carers with Disabilities

St Thomas More Catholic Primary School ensures that children with disabilities are represented and encouraged to participate in:

- Collective Worship
- Performances including class assemblies, Christmas productions etc
- Sports Activities
- School Council
- School outings and visits
- After school activities and sports

Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.

Eliminating Harassment and Bullying

St Thomas More Catholic Primary School has a clear policy on anti-bullying.

See Anti-Bullying Policy

Promoting Positive Attitudes towards People with Disabilities

St Thomas More Catholic Primary School promotes positive attitudes towards people with disabilities by:

- Making sure displays and resources reflect diversity
- The delivery of a curriculum which positively promotes difference
- The needs of all pupils are taken into account when planning the curriculum and lessons
- A comprehensive programme of staff development
- School newsletters and web pages promoting policies

Removing Barriers to Learning

St Thomas More Catholic Primary School seeks to remove barriers by:

- Not excluding children from disabilities from school trips unless a full risk assessment indicates that participation should not take place for valid reasons. Additional staff are allocated to accompany solely those with children with specific needs. Wheel chair access bus / coach transport is used if required. Risk assessments are carried out for chosen trip locations
- Operating a teaching and learning policy which requires all lessons to be differentiated to accommodate the capabilities and disabilities of children
- Making sure all staff have access to relevant information specific to individual children whose needs may require adjustments to provision
- Making adjustments to the physical learning environment of the classroom and school, where possible, to support the learning and accessibility of needs of disabled pupils
- Adapting resources, and teaching strategies to accommodate a wide range of learners with differing needs
- Making sure all children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children
- Making sure children with disabilities have access to extra curricula activities
- Follow statutory assessment guidance e.g. SATs to ensure that children with disabilities have the same opportunities as their peers
- Developing strong links with external partners e.g. Health Service, Social Services, Speech and Language Therapists, Occupational Therapy, Physiotherapy, Specialists Teachers
- Providing training and professional development opportunities for staff on teaching and supporting children with additional needs

Access

- School will make sure that all areas of the curriculum can be delivered within a school based learning environment
- There are disabled toilet facilities
- The main entrance of the school has disabled access
- Where possible, all area of the school are accessible for those with disabilities
- Disabled parking is available for staff, visitors and parents
- Events such as Parents Evening and meetings with teachers are held in accessible areas of the school

Impact Assessment

- The school will use existing procedures for reviewing the impact of provision for pupils with disabilities e.g. Annual Reviews, Parents' Evenings, Pupil Progress Meetings, Assertive Mentoring, Pupil Interviews etc.
- External validation e.g. Parent / Community surveys

The Governing Body

- Governors meetings will be held in locations that are accessible to people with disabilities when the need arises
- Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters
- The School and Governors consult with parents/carers through questionnaires
- Governors are actively involved with parents/carers at key events such as New Intake Evening, School Performances, Parents' Evening etc.

Disability Data

St Thomas More Catholic Primary School currently collects the following disability data (qualitative and quantitative)

For children including those with additional needs:

- Admission Forms
- The total number of children with disabilities
- Home and contact details
- Outcomes of lesson observations to make sure that there is a consistent process for monitoring all teaching and provision
- Pupil progress analysis

For children with additional needs:

- Annual Reviews for pupils with an Education and Health Care Plan (EHC)

- SEN Register
- Review of the integration of children with disabilities including access to the curriculum

For Staff:

- The total number of disabled staff
- Number of appointments of disabled staff

Reviewing and Monitoring

The above data is reported to a number of bodies such as school's Governing Body, Senior Leadership Team and Local Authority

Storing and Managing Information

Please refer to the school's Data Protection Privacy Notice

Reviewing the Policy

This policy will be reviewed every two years dependent on current legislation

Dealing with Complaints

School strives to establish good working relationships with all stakeholders involved with its practice. If there is dissatisfaction relating to provision, the first point of contact is the class teacher.

Please refer to the school's Complaints Policy for full details.

Bullying

Please refer to the school's Anti-Bullying Policy for full details.

Appendices

St Thomas More Catholic Primary School SEND Information Report 2020

www.st-thomasmore.peterborough.sch.uk

Reviewed - October 2020

Next review - October 2022

Self-Audit Accessibility

Curriculum	Yes	Some	No
The appropriate use of IT will be used to support pupils with disabilities and provide alternative formats for presenting information.	•		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	•		
Are your classrooms optimally organised for disabled pupils?	•		
Do lessons provide opportunities for all pupils to achieve?	•		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	•		
Are all pupils encouraged to take part in music, drama and physical activities?	•		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	•		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	•		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	•		
Do you provide access to computer technology appropriate for pupils with disabilities	•		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	•		
Are there high expectations of all pupils?	•		
Do staff seek to remove all barriers to learning and participation?	•		
Physical Surroundings:	Yes	Some	No
Does the size and layout of areas - including all academic, sporting, play, social facilities: classrooms, the halls, dining hall, library area, outdoor sporting facilities and playgrounds - allow access for all pupils?		•	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		•	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	•		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		•	
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?			•
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			•
Are areas to which pupils should have access well lit	•		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?	•		

Is furniture and equipment selected, adjusted and located appropriately?	•		
Access to the written word	Yes	Some	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	•		
Do you ensure that information is present to groups in a way that is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	•		
Do you have the facilities such as ICT to produce written information in different formats?	•		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	•		