

# ST. HELEN'S CATHOLIC PRIMARY SCHOOL YSGOL GYNRADD GATHOLIG SANTES HELEN



## Accessibility Plan

### The Equality Act 2010

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age;
- Disability;
- Gender Reassignment;
- Marriage and Civil Partnership;
- Pregnancy and Maternity;
- Race;
- Religion or (non-belief);
- Sex;
- Sexual orientation.

The act was developed to strengthen, harmonise and streamline 40 years and 116 pieces of equality legislation, improving its effectiveness and providing the same level of protection from discrimination for all protected characteristics.

Prior to the introduction of the Equality Act 2010, there were three main strands of legislation which supported disabled children and young people in school:

- The Special Educational Needs (SEN) Framework (Part IV of the Education Act 1991);
- Disability Discrimination Act (DDA) 1995;
- Planning Duties of the DDA 1995.

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

The purpose of the SEN Framework is to identify and provide for the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, provision normally available in schools maintained by the Local Authority (LA). The SEN Code of Practice for Wales (2002) provides guidance to schools and LAs on the SEN Framework.

Children with Statements of Special Educational Needs are expected to be educated in a mainstream school unless this is against their parents' wishes or incompatible with the efficient education of

other children. It is reasonable to expect that planning to increase access for disabled pupils will support the inclusion of children and young people with Statements of Special Educational Needs.

From 1996, schools and LAs had already held statutory responsibilities under the DDA and, since September 2002, it had been unlawful for schools and LAs to discriminate against disabled pupils in their arrangements for admissions and exclusions and for the provision for education and associated services

### Definitions

The Equality Act 2010 defines a disabled pupil as 'a person who has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities'.

Physical or mental impairment includes sensory impairments and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on a person's everyday life. Mental health conditions are also covered when they are clinically well-recognised illnesses.

The definition only includes 'Those whose impairments are more than minor or trivial, and extend beyond the normal range of differences and ability that exist'.

Children and young people with a disability should not automatically be considered to have a special educational need. The Education Act (1996) states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children and young people have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children or young people the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for children and young people of the same age in schools within the area of the Local Authority; and
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

This plan sets out the proposals of the Governing Body of St. Helen's Catholic Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

## Context

St. Helen's Catholic Primary School is a voluntary aided school. The school comprises of several buildings covering two sites. These buildings are of one storey constructions. The Foundation Phase Site was built in the 1900's and the Key Stage Two Site was built in the 1970's.

St. Helen's Catholic Primary School is committed to offering an inclusive curriculum whatever the pupil's needs or abilities. Not all pupils with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility Plan covers all of these pupils.

This Accessibility Plan exists to ensure that we fulfil our vision to 'Provide the highest quality education for all our children, developing their full potential spiritually, morally, socially and academically'.

We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met;
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school;
- To ensure that all learners make the best possible progress;
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.

## **IMPROVING PARTICIPATION IN THE CURRICULUM**

The School will:

- Provide a broad and balanced curriculum for all pupils;
- Continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities;
- 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 adjustment which may be necessary to enable them to participate;
- Develop curriculum audits which review patterns of achievement and participation by disabled pupils in different areas of the curriculum;
- Audit the approaches used when planning and delivering the curriculum;
- Audit staff training needs in relation to increasing participation in the curriculum;
- Consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum;
- Audit pupil, and prospective pupil needs, in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities and educational visits;
- Seek to develop and share good practice in this area and access the opportunities provided by the Local Authority and other schools to facilitate this process.

## **IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOLS FOR DISABLED PUPILS**

The School will:

- Ensure an internal access audit has been completed and incorporate the outcome into school planning;
- 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 within the terms of the agreement described above;
- Ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement;
- Continue to maintain up-to-date information about the number of children and young people with disabilities in the school, or anticipated to be attending in the future;
- Consider, on a planned basis, how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

## **IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS**

The school will:

- 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 school's 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.

ACCESS PLAN – PHYSICAL ACCESS

<b>TARGETS</b>	<b>STRATEGIES</b>	<b>OUTCOME</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Audit of accessibility of school buildings by HT, POs and Link Governor. Audit informs actions and implement as budget allows	School plans to improve access to designated areas over successive financial years	Site accessible	ongoing	Review availability of resources in delegated budget and as necessary discuss with LA funding under schools capital programme/CR AMP.	SLT Governing Body
Emergency access All pupils and adults are able to evacuate the building safely in an emergency	Fire escape plan to be reviewed and updated as required at least annually	Plan	Annually	Fire evacuation procedures are relevant and ensure safety of all pupils and staff	SLT Governing Body LA Fire Wardens

ACCESS PLAN – CURRICULUM

<b>TARGETS</b>	<b>STRATEGIES</b>	<b>OUTCOME</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
All pupils have access to a broad, balanced and relevant curriculum that meets their individual needs	Pupils have an IEP/IDP that details pupils needs with personalised curriculums where appropriate	All pupils have access to a broad and balanced curriculum, differentiated to meet their individual needs	ongoing	All pupils have a differentiated curriculum which meets their individual needs.	SLT Governing Body
Differentiation for hearing impaired pupils	School to liaise with LA Specialist Teacher/Outreach Service	Staff have the tools to more fully meet the requirements of disabled pupils' needs with regard to accessing the curriculum	ongoing	All pupils have a differentiated curriculum which meets their individual needs.	SLT Governing Body Specialist Teacher
Differentiation for visually impaired pupils	School to liaise with LA Specialist Teacher/Outreach Service	Staff have the tools to more fully meet the requirements of disabled pupils' needs with regard to accessing the curriculum	ongoing	All pupils have a differentiated curriculum which meets their individual needs.	SLT Governing Body Specialist Teacher
Differentiation for pupils with communication barriers	School to liaise with LA Specialist Teacher/Outreach Service	Staff have the tools to more fully meet the requirements of disabled pupils' needs with regard to accessing the curriculum	ongoing	All pupils have a differentiated curriculum which meets their individual needs.	SLT Governing Body Speech & Language Therapist

ACCESS PLAN – INFORMATION ACCESS

<b>TARGETS</b>	<b>STRATEGIES</b>	<b>OUTCOME</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Availability of written materials in alternative formats	School to liaise with LA Specialist Teacher/Outreach Service School to order alternative formats for National Tests	If required school can provide written information in alternative formats	ongoing	The school can provide written information, including National Test papers in alternative formats	SLT
Written materials available to parents/carers is accessible and read	School is aware of services available through the LA for converting written information into an alternative format	Current information sent to parents/carers is reviewed to critically evaluate the language, format and style is accessible	ongoing	Information is read. Parents/carers feel valued and see the school as a supportive, accessible community	SLT Parents/carers