

Disability Policy – Accessibility Plan

PURPOSE OF THE PLAN

The purpose of this plan is to show how St. Cecilia's intends, over time, to increase the accessibility of our school for disabled pupils.

DEFINITION OF DISABILITY

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.

LEGAL BACKGROUND

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and EA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This 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:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St. Cecilia's aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

CONTEXTUAL INFORMATION

The majority of the school building and playground is accessible for a child in a wheelchair. The building has a lift, as an alternative to steps, which is specifically designed for wheel chair use.

THE CURRENT RANGE OF DISABILITIES WITHIN ST. CECILIA'S COLLEGE

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, 2 wheelchair users and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contact the EA professional for assessments, support and guidance for the school and parents. We have children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff on the staff documents.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount of time of medication. All medication that is given is recorded.

EQUALITY AND INCLUSION			
Targets	Strategies	Outcome	Timeframe
To ensure that the accessibility Plan becomes an annual item at the BOG meetings.	Add to list for BOG meetings.	Adherence to legislation.	Annually.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.
To ensure children recovering from serious medical conditions have minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	Half termly.
PHYSICAL ENVIRONMENT			
Targets	Strategies	Outcome	Timeframe
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access as required	On-going.

CURRICULUM			
Targets	Strategies	Outcome	Timeframe
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going
To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.
WRITTEN/OTHER INFORMATION			
Targets	Strategies	Outcome	Timeframe
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.

This policy was last reviewed by the Leadership Team: June 2016

Due to be Reviewed: June 2018