

SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

Disability Equality Scheme & Accessibility Plan 2023-2026



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Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

Disability Equality Scheme and Accessibility Plan

Introduction

At SS Peter and Paul Catholic Primary School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors are encouraged to live out our mission statement of

'With Jesus as our guide, we learn, pray and live together in a safe and happy way'

We aim to ensure that all who are touched by our school feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

This Accessibility Plan will outline how we, at SS Peter and Paul's Catholic Primary School, promote disability equality for all disabled pupils, staff, parents, governors and other users of our school.

This Scheme and Plan should be read in conjunction with the school's other policies on Equal Opportunities and Special Education Needs. It is based on core values and ethos expressed in our School's vision:

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached to this policy is an action plan showing how the school will address the priorities identified in the plan.

The school's strategic aims for 2023-2026 are that:

Our school has a duty to promote disability equality and also to publish a **Disability Equality Scheme** which explains how we are doing this now and what we plan to do over the next three years.

The new Special Educational Needs and Disability Code of Practice relates to children and young people with special educational needs (SEND) and disabled children and young people. Schools are required to;

- use their best endeavours to make sure that a child with SEND gets the support the need - this means doing everything they can to meet children and young people's SEN

- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Designate a teacher to be responsible for co-ordinating SEND provision - the SEND co-ordinator, or SENDCO. (This does not apply to 16 to 19 academies.)
- inform parents when they are making special educational provision for a child
- prepare a SEND information report (see 'Publishing information: SEN information report', paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.
- There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

In order to achieve these aims, all members of our community must be able to access provision when they attend school. The values of respect and responsibility underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled students.

What Do We Mean By Disabled?

There is a **definition in the Disability Discrimination Act 1995**, which indicates that we consider someone to have a disability if he or she has a *physical or mental impairment or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities.*

Our school SS Peter and Paul Catholic Primary school is situated in Lichfield within the Curbourgh ward.

The majority of children in the school come from a background with a low percentage of adults attending or having attended higher education. There are a high percentage of low social class households with a high percentage of ethnic minority children and a high percentage of overcrowded households.

The school has a pan of 140 pupils aged from 4-11, boys and girls. The school is divided into 5 year groups, from reception to Year 6 though all areas of the school are available for use by all pupils. We also have a nursery unit with a pan of 24 for three year olds and 8 for two year olds. Class teachers and Classroom assistants have responsibility for each year group.

Collecting and Using Data Effectively

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self-review process and also to inform future planning.

Creating a list of people with a disability

- We have created a list of pupils who have a disability that fits the description given in the Disability Discrimination Act 1995. We have included all the pupils on the Special Educational Needs Register then added pupils with known medical condition. Finally any other children, known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.
- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors and other users of school will be ongoing.
- An audit of attendance and progress, termly, and exclusions, yearly, related to disabled pupils will be carried out.
- An audit of pupil performance in KS1 and KS2 SATs will be used to look for trends and areas to improve.

Developing the Scheme with as Many Views as Possible

To achieve a school where 'we learn, pray and live together' it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes:

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme - through training and 'awareness raising' - so that staff and pupils in every thinking about being proactive in including disabled people in every aspect of school life.

Our school offers good access to disabled users at the moment but we are keen to find out how we can improve this, at present our

School building is

- Built on one level. Ramps are fitted to the rear hall doors. There is a marked space for car users on the school car park for those who require a wider car parking space for mobility reasons.
- Corridors and communal areas, such as the school hall are well lit and free of obstacles

- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility and access issues relating to the building each year at the Governors Health, Safety and Premises committee.
- Disabled toilet facilities have been available since April 2009

Curriculum Access

- We are an Inclusive school
- We are a Dyslexia Friendly School
- We have the Science quality Mark.
- Children are taught using a variety of teaching and Learning.
- All teaching staff are trained in 'Assessment for Learning' and this is regularly updated.
- Individual Support Plans are written, SEND register is kept up to date and includes details of intervention programmes offered to pupils.
- The school has provision mapping in place for SEND provision
- All staff has copies of ISP targets.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist,
- Autism Outreach and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Analysis of Value Added figures will help school to see how effective extra support sessions, for pupils with specific learning needs, have been.

- Embedded support systems to make sure pupils who need assessments read to them have this support provided.
- Interactive white boards throughout the school use coloured backgrounds and text with suitable font and colour. (Can be helpful for dyslexic pupils.)

Communication between Home and School

- School sends a Newsletter home every Friday available in print and on the school website.
- The school operates a first response system for absences.
- School operates a texting system
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress. Written reports are sent out annually.

Achievements of Disabled People

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

Responsible roles are filled by a cross section of the pupils. E.g. Head boy and girl, School Council representatives and Lead Learners. Many other roles are fully represented by disabled pupils alongside everyone else.

Looking towards making things better - Evaluation

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'responsible adjustment' - to

- The building
- Learning and teaching styles (Staff undergo training where relevant such as for hearing impairment or visual impairment)

- Variety of methods of communication

The building and grounds will be improved to meet updated guidelines and any development will be done with consideration for disabled users.

- Regular audits of classrooms and resource areas to allow participation of all users
- Projects to improve the 'unstructured' time at lunch and break
- Playground toys
- Dinner Supervisors responsible for particular year groups
- Zoned playground at dinnertime to ensure space for all children to play.

Learning and Teaching

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Academic progress is monitored and consideration will be given to the Value Added Figure.
- All pupils on SEND register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working in a group of similar ability or by receiving 1:1 support in specific areas with a learning support teacher.
- Children receiving extra support will all have their individual support targets monitored and reported back to parents or carers.
- Using ASP and internal data , lesson observations by SLT staff we track and analyse the achievement of all our pupils.
- Planning by subject leaders will need to identify the reasonable adjustments being made via differentiation in their planning.

- Reviews of the Policies in school are ongoing.
- Anti-bullying
- SMSC Education is to be updated in the light of new OFSTED guidance
- The school web site is to be updated
- Equal opportunities policy
- SEND Policy

Communication with all the school's users

We aim to use a variety of communication methods

Access to written information in the classroom is constantly being reviewed and information from disabled pupils and their parents is always valuable. The use of interactive whiteboards is throughout the school from Reception to Year 6. Staff continue to develop their use within their planning.

Investigating the use of text reading facilities on the computer.

Parents are informed that there is a weekly newsletter every Friday. These are also available on the school website.

One area of concern is when parents themselves have difficulty accessing text. Further consideration of this is very important. For children on the Special Needs Register, the school phones parents while also sending any formal letters to parents, explaining the nature of the information and offering an opportunity to come into school and talk through the details. Further research is needed in this area to accurately identify the problems and ways to overcome them.

The effectiveness of these adjustments will be monitored regularly. This will include asking disabled users of the school for their opinions regularly.

Feedback will come from

- Pupil interviews
- Parent/guardian/carers questionnaire

- Staff opinion - all staff, teaching and non-teaching - at staff meetings and discussions
- Governors
- Other users of the school

From this information:-

- Findings will be **collated** by a member of the SLT
- Ideas will be **discussed** at staff meeting, Senior Leadership Team
- **Ideas will be developed alongside staff, parents** and Governors
- **Ideas will be discussed** with staff/interested parties and School Council
- This will lead to **implementation of the findings.**

Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive

We will review the Action Plan annually at the Governors meeting during the **Spring Term**. We will review the information gathered to ascertain if the actions taken have had a positive impact on the opportunities and outcomes for disabled pupils.

This can be done by:

- Regular Pupil Interviews termly.
- Staff awareness will be constantly raised. One staff meeting each term will have one issue linked with Disability Equality Scheme on the agenda.
- Parents' opinions will be welcomed on a questionnaire sent home during the Summer Term - relating to all school matters.

Revision of the Scheme

Constant reviewing will inform the scheme's revision, and setting new priorities on the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school. The revision will take place after three years - 2026.

Parents, carers and users of our school can request a copy of SS Peter and Paul's Catholic Primary School Disability Equality Scheme and Access Plan from the school office and school web site. Requests can be made to have a copy in large print.

DES/AP action plan Jan 2020-2023

Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates	Views and suggestions are considered by school	LA	ongoing	Review meetings
Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	Analysis of data - performance and attendance on a termly basis	CF	Each term	Reported to Governors Autumn term
Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation (Physical environment, curriculum and provision of information)	Issues are included on SDP	CF LA	Annually	SDP review cycle

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Increase access to the curriculum by:	Review access by all children and especially by those with a known disability e.g. hearing loss Increased access to parent support worker for families with social/emotional needs SDP priorities address needs of all children	LA SLT & Governor committees	ongoing	When appropriate
Increase access to written materials by:	Website to be updated to include all statutory SEND information and policy for access for all stakeholders.	LM SA	Ongoing	When appropriate
To improve current accessibility to all by progressive planned improvements	To include accessibility in all progressive planned improvements on our asset management plan	SLT/ Govs/ Caretakers	ongoing	
To ensure that all staff continue to have access to specific training on disability	Ensure INSET is booked and available to all staff. Raised confidence and ability of staff in working with specific disabilities	LA	ongoing	

To ensure all school trips are accessible to all	Risk assessments completed and necessary medication planned and taken	Class teacher	ongoing	
To ensure all EAL parents have translations on essential correspondence	Interpreters to interpret important information	Translators LA	ongoing	
To review resources for children with disabilities, such as enlarged texts, adapted resources and sensory needs	All children are able to access resources that aid their independence and progress in the curriculum	LA	ongoing	
To ensure all documentation is dyslexia friendly	All communication is in comic sans 12 and if a parent is known to be dyslexic they should have coloured paper.	Office staff	ongoing	

Definition of Disability as written in the Disability Discrimination Act 1995

PART I DISABILITY

<p>Meaning of 'disability' and 'disabled' person</p>	<p>1. (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.</p> <p>(2) In this Act 'disabled person' means a person who has a disability.</p>
<p>Past disabilities</p>	<p>2. (1) The provision of this Part and Part II and III apply in Relation to a person who has had a disability as they apply in relation to a person who has that disability.</p> <p>(2) Those provisions are subject to the modification made by Schedule 2.</p> <p>(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.</p> <p>(4) In any proceedings under Part II or Part III of this Act, the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of, was done had been in force at the relevant time.</p> <p>(5) The relevant time may be a time before the passing of this Act.</p>

Fuller Definition of Disability

The Disability Discrimination Act defines a disabled person as someone who has 'a *physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial.' 'long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Attention Deficit Hyperactivity Disorder (ADHD).

An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The effect on normal day-to-day activities is on **one or more of the following:**

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

There are special provisions for people with progressive or recurring conditions.

At St Peter and St Paul's Catholic School we will collect details of disabled:

➤ Pupils - A list will be created using SEN register, medical records and entry data sheets. This will be held on the main school data base.

Parents/Guardians/Carers - this information will be gathered from

➤ disclosure to school or from entry data sheets. This will be held on the main school data base.

➤ Staff - by choosing to disclose the disability in confidence to the Headteacher. In future this information will be ascertainable from a job application form. This will be held on main school data base.

Disability Information will be Audited According to Type:

Type of Disability	Including
Communication and interaction	Find it hard to make themselves understood or to say what they want to. Do not always understand what is being said. Find interacting with others difficult. Are on the Autistic spectrum (including Asperger's Syndrome).
Cognition and learning	Take longer to learn important skills. Find it difficult to remember things such as the important words for reading, and times tables. Find it hard to understand how to use letter sounds to read and spell words.
Cognition and learning	May need more time to think about their answers. May have an associated difficulty, e.g. issues with mobility and communication, physical disability or sensory impairment

	May have a Specific Learning Difficulty (SpLD), e.g. dyslexia, dyscalculia or dyspraxia.
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Social, mental and emotional health	<p>Follow rules set by others</p> <p>Sit still for a long time</p> <p>Listen to and follow instructions</p> <p>Understand how they, or others, are feeling</p> <p>Make friends</p> <p>Deal with their difficulties in a way that does not cause harm to themselves or others.</p> <p>Take responsibility for the things they do</p> <p>This could also include children suffering from anxiety or depression, or those who have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.</p>	
Sensory and/or physical	<p>Hearing and/or visual difficulties,</p> <ul style="list-style-type: none"> •Physical disabilities •Motor skills issues •Medical needs. 	

Is Tom Disabled?

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

- Mobility: getting to/from school, moving about the school and/or going on school visits
- Manual dexterity: holding pen pencil or book, using tools in design and technology, playing a musical instrument throwing and catching a ball.
- Physical co-ordination: washing or dressing, taking part in games and PE.
- Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or fairly heavy items

- **Continence:** going to the toilet or controlling the need to go to the toilet
- **Speech:** communication with others or understanding what others are saying. How they express themselves orally or in writing.
- **Hearing:** hearing what people say in person or on a video, DVD, radio or tape recording
- **Eyesight:** ability to see clearly (with spectacles/contact lenses where necessary), including and visual presentations in the classroom.
- **Memory or ability to concentrate learn or understand:** work in school including reading, writing, number work or understanding information.
- **Perception of the risk of physical danger:** inability to recognise danger e.g. jumping from a height, touching hot objects or crossing roads.

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted a year or more?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?
If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

Learning objectives: Inclusion is not necessarily about every pupil working on the same learning objectives as every other pupil in the class. Where necessary teachers should use earlier or later objectives for pupils who are out of step with their peers. They can then plan how to address these objectives through differentiated questioning, the support of a bilingual assistant and demonstration during whole class teaching, and through the work they plan for individuals and groups.

Access: Teachers should also be very aware that newly arrived pupils can work on the same learning objectives as others in the class, as long as the teacher plans access strategies to overcome a barrier between the pupil and the learning, for example if a barrier is lack of fluency in English, explanation can be given in the pupil's first language, bilingual writing frames can be used and starter activities might include practice, processes or prompts (see useful web links).

Teaching styles: This means varying teaching styles to take account of the way in which different pupils learn, for example use of visual, auditory and kinaesthetic modalities, varying length of tasks and whether tasks are open or closed.