

St. Joseph's Catholic Primary School, Worcester
'Following Jesus in all we do'

Special Educational needs and or Disability
Equality Policy & Accessibility Plan

Introduction:

The Disability Discrimination Act (DDA) of 2005 places a duty on all public authorities including schools when carrying out their functions to have due regard to the need to:

- ❖ Promote equality of opportunity between disabled people and others.
- ❖ Eliminate discrimination that is unlawful under the act.
- ❖ Eliminate harassment of disabled persons that is related to their disabilities.
- ❖ Promote positive attitudes towards disabled people.
- ❖ Encourage participation by disabled people in public life.
- ❖ Take steps to take account of disabilities even where that involves treating disabled people more favourably than others.

Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access. Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils, parents/carers and staff with disabilities.

What is disability?

The Disability and Discrimination Act 1995 states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out day-to-day activities'. This definition was extended in the 2005 Disability Amendment Act to include people with cancer, HIV, mental impairment and Multiple Sclerosis and again in 2010 if you have physical or mental impairment that has a 'substantial and long term negative effect on your ability to do normal daily activities.

- ❖ 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.
- ❖ Disability is not the same as special educational needs (SEND) ; not all children who are defined as having a disability have special educational needs, and vice versa.

What Does SEND Mean?

Children and young people with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children may need extra or different help to others. Children and young people with SEN may need extra help because of a range of needs. The 0-25 SEND Code of Practice sets out 4 areas of SEN:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional or mental Health
4. Sensory and or Physical

Please also refer to:

- St Joseph's Special Educational Needs and or Disability Policy 2016-2017
- St Joseph's Special Educational Needs Offer and Information Report 2016-2017
- Worcestershire's Local Offer

Vision and Values

St. Joseph's Catholic Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

All staff are aware of this vision and continuously strive to make all aspects of school life accessible for all.

The Specific Duties

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 require maintained schools to produce and publish a Disability Equality Scheme, demonstrating how they are meeting the requirements of the Disability Discrimination Act 2005, to implement certain aspects of the Scheme and to report on it. In summary:

- ❖ A school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- ❖ A school should involve disabled people in the development of the Scheme
- ❖ A school must, within three years of the Scheme being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information
- ❖ A school must publish a report containing a summary of the steps taken under the action plan, the results of its information gathering and the use to which it has put the information.

The Scheme should include a statement of:

- ❖ The way in which disabled people have been involved in the development of the Scheme
- ❖ Steps which the school will take towards fulfilling its general duty (the 'action plan')
- ❖ The school's arrangements for gathering information in relation its delivery of education and its functions
- ❖ The school's arrangements for gathering information in relation to employment
- ❖ The school's methods for impact assessment
- ❖ The school's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes

We will meet the General Duty by:

Developing a voice for disabled pupils, staff and parents/carers

- ❖ Our school will use information collected in relation to disabled pupil progress and inclusion and disabled people's use of and views about our activities to judge how well we are performing in meeting the needs of disabled people. We will identify any further action required to improve disability equality.
- ❖ We will use a variety of methods including pupil voice, questionnaires, etc to ensure we have an accurate picture of how disabled pupils, staff, parents and disabled members of the community use school facilities and feel about our provision.
- ❖ The governing body will encourage disabled parents/carers/community members to become governors and ensure that our decision making process includes equality for the disabled members of our community.

Eliminate unlawful discrimination, harassment and victimisation

Our school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to positively address these barriers. We will endeavour to:

❖ Remove physical barriers:

Making the school more accessible for disabled people is covered in the **School Accessibility Plan**.

Our school recognises that the duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

Widen access to the curriculum:

St Joseph's Catholic Primary School is an inclusive community that aims to support and welcome each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs or a disability. We are committed to working for quality and equality of opportunity for all pupils. We believe that every teacher is a teacher of every pupil; including those with Special Educational Needs and or Disability (SEND)

We will ensure that the achievements of all members of our school community, including those with disabilities are celebrated and recorded.

Our anti-bullying policy and our behaviour policy ensure that any discrimination is monitored and appropriate action taken. Please also refer to the school's SEND policy and information report.

Improve access to information (communications)

A wide range of data is already collected related to special educational needs and some related to pupils with other disabilities. The legal definition of a disability, however, is wider than that used for special educational needs. Therefore we will expand the data we collect about children and staff with disabilities to include pupil achievement; admissions, transitions and exclusions; recruiting, training and promoting disabled staff.

Reviewing and monitoring

This policy will be reviewed at least annually by the Governing Body, and also in the light of new information and changes of circumstances.

The table below outlines how we demonstrate 'due regard' to the general duty of the Equality Act 2010:

<p align="center">Eliminate unlawful discrimination, harassment and victimisation</p>	<p align="center">Advance equality of opportunity</p>	<p align="center">Foster good relations</p>
<p>Policies: SEND, SEND Information Report, Equality, Antibullying, Behaviour. Accessibility Plan.</p> <p>Continuing Professional Development and Professional Development focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding.</p> <p>A Prejudice Related discrimination/incident log is kept in school and monitored by Senior Management Team.</p> <p>Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. by email, by notice in briefing.</p> <p>Senior Management Team meetings take focusing on day to day management and strategic development with a focus on these areas where required.</p> <p>Regular liaison with governors which informs and updates on current all areas of the School Improvement Plan.</p> <p>Termly Pupil progress meetings with teachers and support staff.</p>	<p>An indepth analysis of attainment data at each progress checkpoint takes place at a senior level in addition to middle leaders and teachers.</p> <p>Analysis is shared at Senior Management level.</p> <p>Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, colour overlays, reading rulers, full copying and enlarging facilities, braille, any others as necessary.</p> <p>Mental Health and the Well-being curriculum schemes of work and assembly content are regularly adapted to reflect current and topical issues.</p> <p>Lessons are regularly observed by SLT to ensure accessibility and progress against Ofsted standards.</p> <p>‘High Quality First’ teaching for access is a key driver of the school improvement plan.</p> <p>Pupil Passports Plus are kept and updated regularly to ensure all staff are aware of relevant barriers to learning some pupils face and support pupils in reflecting upon any barriers to learning.</p> <p>Where necessary the SENDCo will coordinate external professional provision for individuals or groups: Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Sensory Support, Behaviour Support, Specialist teachers, School Nurse, CAMHS, etc</p>	<p>A Designed transition programme through is implemented and monitored by the SENDCo</p> <p>Please also refer to the school’s SEND policy and information report.</p> <p>Mental Health and the Well-being curriculum schemes of work to promote tolerance and respect.</p> <p>Following the Catholic ethos to teach understanding and tolerance.</p> <p>Pupils/students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary.</p> <p>Termly connection meetings involving multi agencies, where parents/carers and teaching staff have the opportunity to speak to outside agencies.</p> <p>Pupil leadership: school parliament, Peer Mediators, lunchtime helpers, sports crew, liturgy planners etc.</p>

