

St Pius X RC Primary School

Disability and Equality Scheme

Accessibility Policy

2017

St. Pius X RC Primary School Accessibility Policy 2017

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1. Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

This scheme and associated plan will set out how the governing body aim to increase access to education for disabled pupils.

The Plan will be reviewed annually and approved by the governing body.

2. Our Purpose

‘Live, Learn, Love and grow in the light of Christ’

At St Pius X Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We provide an environment which aims to enable full curriculum access to all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We will take positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. Current Practice

Physical Environment

- The school is a two storey building and following much renovation of the school building in previous years, all of the ground floor is accessible to disabled pupils or visitors.
- The vast majority of teaching areas and the hall are all located on the ground floor and accessible to all.
- All corridors are wide enough to accommodate wheelchairs and there are several access points from outside.
- All entrances to the school are either flat or ramped and all have wide doors fitted.
- On-site car parking for staff and visitor includes two dedicated disabled parking bays.
- The main entrance features a secure lobby and has been fitted with a low reception hatch, making it fully accessible to wheelchair users.
- There are disabled toilet facilities available in the reception area, fitted with a handrail and a pull emergency cord.

Curriculum

Our curriculum is creative and cross curricular, in everything we do, we aim to enable access for all. However, some areas do present particular challenges, for example physical education for pupils with a physical impairment. We support our children with physical disabilities and enable them to participate in different ways or with specialist equipment.

We ensure that auxiliary aids and services are purchased when required to ensure that our disabled pupils can fully participate in the education provided by the school.

These may include:

- Enlarged work books
- Coloured overlays
- Magnifying equipment
- Posture cushions
- Sloped writing supports
- Specialist pens and pencils
- Pencil grips
- Adapted keyboard and mouse
- Visual timetables
- We always ask about and discuss any disability or health condition in early communications with new parents and carers.

- We encourage co-operative and positive relationships with outside agencies e.g. CAMHS, The Cleveland Unit, School Nursing Service, Occupational Health Service, Speech and Language Therapists and Educational Psychology service.

4. Accessibility Plans

Accessibility Plans demonstrate how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

An Accessibility Plan may contain relevant and timely actions to:-

1. Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
2. Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education.
3. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats if required.

5. Responsibilities and Review

The Governing Body

The implementation of this action plan will be overseen by the governing body.

The Head Teacher

To ensure that the policy is put into practice and that all relevant training is in place.

Teachers and other Staff

All staff will ensure that they follow the plan and that all pupils, employees and visitors have equal access to all aspects of school life.

The review of this scheme will inform its revision; hope the school sets new priorities and new action plans for the next scheme.

The scheme will be reviewed in January 2018.