



St. Michael's C of E (Aided) School, Aldbourne

Disability Equality Scheme and Accessibility Action Plan June 2013

Introduction

This policy is a statement of the values, aims and intentions for everyone in the school community and it is intended that the values instilled in the students are theirs to carry with them outside of the school.

This policy underpins and informs all aspects of work at St. Michael's School and therefore applies to employment practices, management and the decision-making processes, the creation of staff development and training opportunities, and the curriculum and resources used to deliver it. This school believes that access to educational opportunities is a fundamental right for all children and that this should not be determined by gender, cultural background, social or economic status, or the effects of disability or special needs.

St Michaels's school building is an older style single storey building, on two levels, which meets the needs of some disabilities.

- A disabled toilet.
- Classrooms that can be rotated to meet the needs of all users.
- Playground areas which could be made accessible to all users by provision of a ramp should it be required.

Definition of Disability

Under the Disability Discrimination Act a person is considered to have a disability if they experience;

'A physical or mental impairment which has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.'

- 'Physical impairment' includes sensory impairments
- 'Mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'Substantial' means 'more than minor or trivial' and
- 'Long-term' is defined as 12 months or more.

Physical and Mental impairments can include sensory impairments (eg those which affect sight and or hearing), and learning disabilities. Certain medical conditions that have a long-term and substantial effect on a pupil's everyday life may also be classified as a disability.

The Disability Equality Duty

The Disability Equality Duty (DED) was introduced into the Disability Discrimination Act 1995 (DDA) in 2005. The DED applies to all disabled children, staff and those using services provided by St Michael's School. It requires us to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The actions we are taking at St Michael's School:

Promoting Equality of Opportunity

The educational opportunities and achievements of all students are monitored and reported in line with school policy using student tracking, Annual Reviews, parental consultation meetings, SEN Individual Education Plans and broader outcomes such as those set out in Every Child Matters.

Personal information on all students is requested on arrival in school from their parents and from previous schools. This includes all of the categories of impairment mentioned in the Disability Discrimination Act.

St Michael's School actively encourages all students to have access to all areas of the curriculum and participate in trips and events. The school ensures that staff plan additional trips and activities well in advance, ensure that risk assessments are done and that relevant medical and dietary information is obtained to ensure that all students will get the most benefit from the trip. Where necessary medical advice is sought and training of staff is given.

Our recruitment process, induction and review processes are available to all members of staff and provide the same level of access. Disabled applicants are encouraged to attend interview if they meet the minimum criteria and are assessed at interview in the same manner as other applicants.

The school will continue to seek and follow the advice of LEA services, such as specialist teachers, The SEN advisory services and of appropriate health professionals from the local NHS trusts.

Eliminating Discrimination

St Michael's School has an ethos, which encourages respect for each other, a caring attitude to one another and the development of a community spirit within the school.

The Behaviour Policy and Anti-bullying Policy are regularly reviewed as are the Health and Safety Policy, Accessibility Plan and SEN Policy.

Promoting Positive Attitudes

St Michael's school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. Staff model respectful attitudes to all pupils, staff and parents irrespective of race, belief, gender, sexual orientation or ability and pupils are expected to follow suit.

Encourage participation

St Michael's School ensures that disabled people are represented and encouraged to participate in normal school life including:

- Collective worship
- Performances
- Sports Activities
- School Council

Implementation

The three main objectives of an accessibility plan are to :

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information, which pupils who are not disabled receive in written form.

St Michael's school accessibility plan has been incorporated into this document.

Related Policies

This document links closely with the following related policies :

- SEN Policy
- Teaching and Learning Policy

In addition the 'Three Year Premises Plan' which forms part of the School Improvement Plan is linked with the Accessibility Plan

Date of Review

June 2015

Accessibility Action Plan

	What Actions do we have in place	Action Plan
Increase the extent to which pupils can participate in the school curriculum.	<ul style="list-style-type: none"> • Ensure that children have access to a variety of learning styles to enable all to participate effectively • Ensure appropriate differentiation so that all children can achieve • Provide opportunities for children to work with others in a variety of different group sizes • Ongoing assessment by teachers to inform planning, to meet the needs of all children • Variety of extra-curricular opportunities available to all children. Where necessary appropriate adaptations are made to ensure all children can have equal access. • Work with parents to ensure that the needs of children are fully understood and that all appropriate measures are put into place • Ensure appropriate training is given to staff to support children with additional needs. 	<ul style="list-style-type: none"> • HT, SLT & Governors to continue monitoring ensuring appropriate differentiation, variety of learning styles, and teacher assessments, are allowing all children to participate and achieve. • Continue to seek and follow the advice of LEA services, such as specialist teachers, The SEN advisory services and of appropriate health professionals from the local NHS trusts. • Continue working with parents to ensure we are doing as much as we can to understand and meet the additional needs of any 'disabled' people. • Ensure that staff are kept as up to date as possible with any training and support needed.
Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services	<ul style="list-style-type: none"> • When a specific need is identified, resources are adapted and or obtained to support the inclusion of the child(ren). • If a specific need is identified, additional support is put into place. • The actions identified in the Disability Access Audit are all included in our 'three year premises plan' and this forms part of the School Improvement Plan. 	<ul style="list-style-type: none"> • The school will continue to seek and follow the advice of LEA services, such as specialist teachers, The SEN advisory services and of appropriate health professionals from the local NHS trusts. • HT and Governors to monitor the actions identified in the Disability Access Audit, through the School Improvement Plan.
Improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled	<ul style="list-style-type: none"> • A variety of coloured papers and overlays are used to help those with difficulty with standard forms of printed materials. • Information is presented in a variety of ways eg reading aloud, describing diagrams. 	<ul style="list-style-type: none"> • The school will continue to seek and follow the advice of LEA services, such as specialist teachers, The SEN advisory services and of appropriate health professionals from the local NHS trusts. • Investigate the feasibility of including an auditory element to the new school website to include newsletters, etc