

Accessibility Disability Discrimination Act (DDA) Policy



SCHOOL MISSION STATEMENT

St Catharine's Primary School provides an inclusive Catholic education, expressing love of and trust in Jesus. We empower individuals to

“Let Their Light Shine”

(Matthew 5:16) through courage, compassion and community.

Approved by:	Local Governing Committee
Operational review by:	Joanne Welch (Headteacher)
Date of meeting:	January 2025
Next review due:	January 2027

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Introduction

At St Catharine's Catholic Primary School we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the school community, **everyone** is equally valued and treats each other with respect.

Our definition of disability is:

“A person suffers 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.”

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' or staff's everyday lives.

We recognise:

Our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001) and compliance with paragraph 3 of schedule 10 to the equality Act 2010 that from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”

Schools and Local Authorities must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)

Local Authorities and school governors have the duty to publish Accessibility Strategies and Plans.

These responsibilities will be taken into account when decisions are made concerning preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment arrangements, school discipline and sanctions, school clubs and activities, school trips; arrangements for working with other agencies and the preparation of pupils for the next phase of education.

Scope of the plan

This plan covers the three main strands of the planning duty:

Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

- The Inclusion Lead ensures that any physical aids are identified to ensure access to the curriculum for any child with a disability. Physical aids to access education include: ICT equipment, writing slopes and portable aids for children with motor co-ordination and poor hand/eye skills, such as specialist pencils.
- Health and Safety Governor and School Business Manager conduct regular health and safety audits of the premises. The resulting report includes any aspects relating to equality of accessibility.

Increase the extent to which disabled pupils can participate in the curriculum of the school.

The ethos of St Catharine's Catholic Primary School is such that every effort is made to ensure that **all** pupils can participate in the school's curriculum. All pupils have equal access to the clubs on offer e.g. dance,

gardening, art. Special arrangements are made to enable all children to participate in school trips and residential visits. Teachers Assistants are targeted to improve access to the curriculum for all pupils, with specific support allocated to those pupils with specific needs.

Improving the delivery of information to pupils and parents/carers with disabilities.

- Teaching staff, including Teacher Assistants, endeavour to utilise a range of teaching styles to enable all children to access the curriculum more effectively.
- Information for pupils can be provided in specific formats in response to individual needs, such as enlarged print. Specific equipment is utilised to support these needs.
- Information for parents/carers such as newsletters, handouts, pupils' reports can be provided in large print format on request.

Aims

St Catharine's Catholic Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies include:

- having high expectations and aspirations of all pupils.
- finding ways in which all pupils can take part in the curriculum including P.E, music and drama.
- planning out-of-school activities including school trips and excursions so that pupils with disabilities can participate.
- teachers using their best endeavours to devise teaching strategies and make reasonable adjustments to remove barriers to learning and increase participation for pupils with disabilities
- applying admissions policy and criteria which does not discriminate against pupils with disabilities.
- planning the physical environment of the school to cater for the needs of pupils with disabilities.
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- by providing written information for pupils with disabilities in a form which is user friendly.
- by examining our reading resources to ensure that there are examples of positive images of disabled people.

Other related school policies

Equality for disabled pupils is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities
- Behaviour
- Anti-bullying policy
- Admissions
- SEND
- Local Offer
- School Development Plan
- School Asset Management Plan

- Subject protocols

Actions to ensure equality for pupils with disabilities:

1. Our provision is reviewed on an annual basis by the Teaching and Learning Committee of the Governing Body.
2. Make the policy and targets known to all staff and parents/carers, and make available via the school website
3. Awareness that future pupils with disabilities may require specific accessibility strategies to meet their specific needs.

Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged.

We will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- SEN Register
- Selection and recruitment of staff
- Governing Body representation.

Compliments and complaints

If parents are unhappy with our SEND provision, details of how complaints can be made are on our school website or can be obtained from the school office.

Review

The SEND governor, the Headteacher and Inclusion Lead will liaise to ensure optimum use of resources, will monitor the policy by the examination of children's progress, and ensure that this policy is reviewed annually.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2- Music tuition room upstairs.	Ensure pupils are able to access Music lessons downstairs, if and when necessary.	School Business Manager	As necessary
Corridor access	Reduced access to 2 out of 6 classes.	Reallocate classes to different rooms if the need arose for pupils.	Headteacher	As necessary
Lifts	1 Disabled lift enables access to a disabled toilet for 4 out of 6 classes and hall.	Reallocate classes to different rooms if the need arose for pupils. Gain access to toilets using a ramp via the courtyard if required.	Headteacher	As necessary
Parking bays	School has no carpark but there are public parking bays, including disabled spaces, to the rear of the school.	Facilitate parking on the playground for school events if a parent needed guaranteed close access to school.	School Business Manager	As necessary
Entrances	School is accessible to all from the rear of the building.	Access to front for wheelchair users via a ramp and access from Church gates.	Headteacher	As necessary
Ramps	None at present.	Can borrow ramp belonging to parish church if needed.	School Business Manager	As necessary
Toilets	Toilets for Girls and one Disabled Toilet are accessible, using lift. Staff and boys' toilets have restricted accessibility.	New toilets fitted with disability cubicle	M&A	July 2022 - COMPLETED

Reception area	Main Reception area is accessible to wheelchair users by using ramp from Church and entrance via Church gates			
Internal signage	Internal signage for rooms is in place.			
Emergency escape routes	Visual escape routes are present e.g for fire evacuation.			

Appendix 2 - Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability/additional needs.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability or additional needs. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Medium-term Curriculum includes further examples of successful people with disabilities.	Continue to add to curriculum/assembly resources to include more examples of people with disabilities and or additional needs.	Headteacher	Ongoing	All pupils have equal access to the curriculum.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This currently includes: • Handrails • Adapted toilet seat • Disabled parking bays to the rear of the school • The school also offers a disabled toilet, a lift for wheelchair users and wheelchair access to most of the school.	Long-term (More quickly if needed)	Improve changing and showering facilities.	Headteacher		Shower in place. July 2022 Designated and appropriate area for changing pupils in place.
Improve the delivery of information to pupils with a disability/additional need.	St Catharine's Catholic Primary School uses a range of communication methods to ensure information is accessible. This includes: • Pictorial or symbolic representations such as visual timetables. • Altering classroom practice to reflect the hearing impairment of pupils.	Short-term	Work with Advisory Teaching Service to ensure additional needs of a pupil with a hearing impairment are fully met.	Inclusion Lead		Pupil with a hearing impairment is able to access the Curriculum fully and thrive academically.