



Our Lady Star of the Sea

Accessibility Plan Policy

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| Policy Leader | Mrs N Gregan - Headteacher |
| Last Updated | September 2023 |
| Approved by the | The Governing Body |
| Date to Review | Autumn 2024 |

Mission Statement "You are precious in my eyes" - Isaiah 43

- Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in a partnership between home, school, parish and community.
- Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.
- Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels

At Our Lady Star of the Sea, we continuously strive to live our school mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process. Underpinning this is the recognition that each person is unique and should be valued and respected.

The 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 treated equally in any procedures, practices and service delivery.

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

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

What do we understand by "disability"?

"Disability: is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognized has been removed.
- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognizes that social, educational and behavioral difficulties are part of this definition.

Key Objective

To reduce and eliminate any barriers which could prevent access to the curriculum, and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
2. The school recognizes its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties governors and staff will have regard to the DRC Code of Practice (2002).

4. The school recognizes and values parents' knowledge of their child's disability and its effect on his/her abilities to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum. Differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum: setting suitable learning challenges: responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

How will we plan to achieve these key objectives

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See attached (Appendix 1)

Senior Member of Staff Responsible:

Head Teacher - Mrs N Gregan

Day-to-day responsibility for the implementation and monitoring of the policy will be the class teachers, the SENCO and Head Teacher.

Governor Responsible: Mrs R Shepherd

Date of Policy: September 2023

Review Date: September 2024

Related documentation:

School Development plan.

Buildings and site development plan.

Staff Development.

Equal Opportunities Policy.

Performance Management.

Subject Leader Information.

Behaviour Policy.

Anti-Bullying Policy

Curriculum Management and Development.

Able, Gifted and Talented Policy.