



Plan

Accessibility

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For Review: 2013–14





Our Purpose

The work of the school is the spiritual, moral, intellectual, aesthetic and physical development of each pupil. It seeks to put Christ at the centre of every activity, worship, learning and service to others.

This plan was adopted by the Governing Body

Signature:

A handwritten signature in black ink, appearing to read 'R Lavery', written over a horizontal line.

Mr R Lavery, Chair of Governing Body

Date:

7/12/2011

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. School Ethos, Vision and Values

St. Mary's, Menston is committed to ensuring equal treatment of all its employees, students 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 students who are carers of disabled parents.

This document is to be read in conjunction with the following policies:

- Curriculum
- Equal Opportunities Policy
- Behaviour Policy
- Recruitment Policy
- Admissions Policy
- School Improvement Plan
- Educational Visits
- Inclusion Policy
- Child Protection Policy
- Bullying Policy

1.1 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 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 with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically recognised has been removed

The Disability Equality in Education (DEE) recommends that all students 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 students with long-term impairments, which have a significant impact on their day-to-day activities.

St. Mary's Menston, uses the 'Social Model of Disability' as the basis for its work to improve the equality and tackle any discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. (Refer to Appendix 1 – The Social Model of Disability)

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

The School's Strategic Priorities

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school.

1. Strengths and Weaknesses

All aspects of school life actively promote an environment of equality and inclusion for all members of its community.

Any shortfall in the school's physical environment are clearly identified and prioritised in the Accessibility Action Plan.

2. The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disability
- Promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled students in a disabled setting so that they do not feel pushed into activities they do not wish to take part in
- Take steps to consider disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons

(DDA 2005 S.49A)

3. How will we meet the General Duty and Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability into all aspects of school life and it demonstrates how we are seeking to meet the specific duty.

These actions are clearly identified in the 'Action Plan' and, following widespread consultation with appropriate stakeholders, further strategies to enhance our provision may be included.

3.1 Involvement of Disabled People in Developing the Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate adjustments. This consultation process will be on-going.

The 'Action Plan' will be available to all stakeholders and the progress made will be reported annually.

3.2 Developing a Voice for Disabled Pupils, Staff and Parents/Carers

Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

3.3 The Governing Body

Meetings of the Governing Body are accessible to all. The body includes the correct quota of parent representatives and their contact details are published in all school documentation. When vacancies arise the position is open to all eligible parties and a fair election is held.

3.4 Removing Barriers

Physical/curriculum/communication barriers to making the school more accessible are detailed in the 'Action Plan'.

3.5 Disability in the Curriculum Including Teaching and Learning

Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students. Any necessary additional equipment/resources will be provided by the school or outside agencies.

The aim of the school is to, whenever possible, to make provision allowing full access to the curriculum in mainstream lessons. A small number of support groups operate within the curriculum.

All students are encouraged to participate in PE and Extra Curricular activities, subject to Health and Safety restrictions. Appropriate examination considerations will be provided for all students who qualify.

3.6 Eliminating Harassment and Bullying

Please refer to the school's Bullying Policy.

3.7 Reasonable Adjustments

A rigorous system of assessing the needs of individuals or groups, based on expert/medical advice, will be used to consider what reasonable adjustments can be made to ensure maximum support can be offered within the limitations faced by the school.

The School Councils are also asked to feed back their views.

3.8 School Facility Lettings

Some areas of the school are not accessible for all. However, we will endeavour to make the school's facilities available to the local community where ever possible. The disabled parking spaces are located as close as is practicable to the entrances, to allow easier access. The number of spaces can be increased if required.

3.9 Contract and Procurement

Where possible, any outside contractor being employed by the school will support the school's disability awareness procedures.

3.10 Information, Performance and Evidence

- a) **STUDENT ACHIEVEMENT**
Appropriate data for all students is analysed on a termly basis.
- b) **LEARNING OPPORTUNITIES**
In the case of on-site facilities not being suitable for any student, alternative arrangements will be sought (specific reference to PE). The school's Connexions Advisor will be consulted when necessary.
- c) **ADMISSIONS, TRANSITIONS, EXCLUSIONS**
Entry to the school, at any level, will be based purely on the school's Admissions Policy. Likewise all students facing potential exclusion will be treated fairly following the school's Exclusion Policy.
- d) **SOCIAL RELATIONSHIPS**
All students new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student. Work in PHSCE, Active Tutorial Work and Assemblies deliver information to help all students in their understanding of the needs of everyone in our school community.
- e) **EMPLOYING, PROMOTING and TRAINING DISABLED STAFF**
There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practise, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates to meet the requirements of the post will be considered.

3.11 Reviewing/Monitoring

The 'Action Plan' will be reviewed annually and monitored through the Buildings Committee of the Governors.

The scheme will be revised every three years.

Date of Plan: November 2011

Date of Review: November 2013

St. Mary's Menston, School Accessibility Plan

S/M/L Term	Objective	Area for Action	Resources Required	Timeframe	Success Criteria
S	Audit of access to and circulation within buildings, classrooms and corridors. Movement between levels.	<ul style="list-style-type: none"> Establish inventory by inspection for all categories 	Time	Audit complete – reviewed ongoing depending on need of specific staff / pupils	Areas for action prioritised
S	Directional signs, external and internal – tactile signage under consideration	<ul style="list-style-type: none"> Directional signs to be displayed at the entrance to every building and at the base of every staircase 	Signage	External signage in place. Internal signage to be reviewed – funding dependent. April 2012	Signage completed and in place by September 2010
L	Movement/Transfer between levels	<ul style="list-style-type: none"> In most cases the provision of this facility is impracticable on the site 	Timetable/setting	Not practicable; where appropriate sensitive setting will avoid this difficulty	Sensitive rooming will avoid this difficulty
S	Ensure fire procedures take account of the needs of students with disabilities	<ul style="list-style-type: none"> Review the needs of the identified students Ensure that appropriate provision including places of safety have been established 	Time	Ongoing	Identified students are safe and have clearly recognised set of procedures to meet in case of fire/evacuation
S and on-going	To improve building management to improve access	<ul style="list-style-type: none"> Ensure where possible that polishing does not render flooring slippery Ensure that junctions between different flooring materials do not become worn and present tripping hazard 	Time	Ongoing	Ongoing
M	To improve safety for users with hearing and visual impairments	<ul style="list-style-type: none"> Audible alarms supplemented by visual alarms – particularly in areas where members of staff may be working in isolation 	Equipment installation costs, time	Ongoing	Ongoing
S	Make information more accessible to students (and parents) with disabilities	<ul style="list-style-type: none"> Questionnaire – consultation for Action Plan 	Time Consultation replies collated	Spring Term 2012	Areas for action grouped and prioritised
S	Ensure that the school is prepared to meet the needs of students with disabilities	<ul style="list-style-type: none"> Need to develop an Action Plan proforma 	Time	Ongoing – link with Equality Action Plan	Plan in place
S	To ensure that all disabled students have access to educational trips and visits	<ul style="list-style-type: none"> Trip Leader to research and ensure that all aspects of trip(travel, accommodation, venue, activities) accessible or 	Time all paperwork to be submitted to	All teachers planning trips or visits	All disabled students participating fully in educational trips and visits – where possible

		suitable for modification <ul style="list-style-type: none"> • Suitable Risk Assessments for all aspects of trip/visit completed • SMT member responsible for trips 	Headteacher /BAL 5 weeks in advance of trip (compulsory if overnight stay or any hazardous activities included)		
S	*Audit of pupils with disability special needs (Inclusion Register)	<ul style="list-style-type: none"> • Questionnaire – consultation for Action Plan 	Time Consultation replies collated	In Place	Impact on Learning

*An extensive document listing SEN is already circulated annually, with periodic updates throughout the school year