



Saint Edmund's Catholic Primary School

'Together we learn and grow through worship and celebration'

Accessibility and Disability

Committee responsible for policy	Resources – Accessibility Working Party (DL, CM, HT)
Approved by Committee/ FGB	December 2016
Statutory/Non-statutory	STATUTORY
Frequency of Review	4 YEARS
Date of last review	December 2016
Date of next review	December 2020
Purpose of policy	To fulfil the Governing Body's three key duties towards disabled pupils, under Part 4 of the DDA
Consultation	Government documentation and guidance
Links to other policies	Equalities, Admissions, SEND, Medical Behaviour

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Disability and Accessibility Plan

This Policy should be read in conjunction with St. Edmund's School Policies on Equalities, Admissions, SEN, Medical and Behaviour. This document can be obtained from the school office or found on the school website www.st-edmunds.richmond.sch.uk.

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.

Disability may be defined as:

'A physical or mental impairment, which has a substantial and long term adverse effect on (the persons) ability to carry out normal day to day activities.'

Accessible Schools: Planning to increase access to school for disabled pupils

DfES 2002, Guidance for schools and LEAs

- Impairment has a long-term effect if it has lasted, or is expected to last for at least twelve months or for the rest of the life of the person concerned.
- Substantial is more than minor or trivial.
- Mental impairments include learning difficulties, and may include some of our pupils with SEN.

For the purpose of our understanding, disabilities will include

- Learning disabilities
- Mental health conditions
- Mobility impairment
- Blind and partially-sighted people
- Deaf and hearing-impaired people
- Long-term health conditions

As further stated in our Equalities Policy, we believe that all members of the school community have the right to be treated equally and to receive care, consideration and courtesy.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the 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;

It is a requirement that the school's disability equality and accessibility plan is resourced, implemented, reviewed and revised as necessary. In order to help the Governors of St. Edmund's carry out these duties, the Resources and Community Committee monitor provision; this may include the use of focus groups, drop-in sessions, and informal consultation. It is also reviewed as new situations or legal requirements arise.

The school will continue to

- audit physical access to and within the premises.
- use ICT where appropriate and ensure access to the curriculum for all
- liaise with relevant agencies to support progress
- and support staff training in relevant areas

Monitoring and Review

The 'Accessibility Working Party' takes on the role of supporting; monitoring and reviewing the audit and action plan in this area. They will report findings and recommendations to the appropriate committees (Community/Resources as appropriate), who will feed back to the whole governing body.

Policy reviewed: 13 October 2016

Reviewed by Accessibility Working Party

Approved by full GB: 1 December 2016

Next review: October 2020