



Issued by the Governors of St Mary's CE School, Clymping

Accessibility Policy

<i>Review Schedule</i>	<i>Annually</i>
<i>Last Revised</i>	<i>March 2021</i>
<i>Next Approval Date</i>	<i>March 2022</i>

Definition of Disability

The DDA defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, and long-term conditions such as cancer and HIV. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

Outcomes of Pupils with Disabilities

A full break down analysis of SEN pupils in the school can be found in the SEF and in the school data analysis.

The purpose and direction of the school's plan: vision and values

We believe that every member of the school community is a 'lifelong learner' and should experience and recognise a high standard of teaching and learning. We aim for our Disability Equality Scheme / Accessibility Plan to reflect the key values of our school. These include the way that we respect each member of the school community, including disabled members, and value the rights and responsibilities of each individual. We are a school with a Christian foundation, characterised by a caring ethos which places importance on honesty, integrity, reflection, equality, peace, friendship and simplicity. We strive for high standards and challenge ourselves to further our own learning and understanding throughout the journey of life.

Strategic direction, monitoring and evaluation

A

- Governors to be aware of accessibility in order to monitor delivery
- Map and cost all provision available within the school for pupils with various disabilities (Provision Map)
- Staff to be aware of disability act and implications
- Staff to be aware of accessibility plan and to contribute towards its information
- Staff to continue to be aware of language barriers when setting tasks and passing information
- Data profiling project to look at progress children make and the effectiveness of intervention programmes

B.

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Disability training, to focus on disabilities currently in school
- Training for teaching assistants to include specific First Aid training on relevant conditions found among our pupils including Epilepsy, Asthma, Diabetes, Allergies, Mobility issues, manual handling and other issues specific to conditions of specific children

C.

- Maintaining and improving the physical environment of the school to increase the extent to which disabled pupils can take advantages of education and associated services
- Resources for the playground (including games materials and resources)
- Provision of 1:1 key workers for specific children during lunch time

D.

- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled
- Continue the use of signs and symbols to aid communication (signage, notices)
- Pictograms (visual timetables) to be included on classroom timetables
- Key workers to individually explain using visual aids

Wider Considerations

- Priorities identified in this accessibility plan have been incorporated in the PDP
- The plan is available on request
- Review accessibility plan annually for presentation to Governors
- There are outcomes built into the plan that will inform the evaluation of the plan
- The evaluation of the plan will be part of the school development plan (premises)

Evidence Gathering

Evidence will be gathered from:-

- Pupil attainment as gathered from internal assessment and external examination results
- Staff confidence as assessed during informal interview and normal assessment reviews
- Parental satisfaction that can be gathered using direct annual i-survey questionnaire (or inclusion of relevant questions onto other parental satisfaction information gathering)

The Disability Equality Duty

The duty requires the school, when they are carrying out their functions, 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 Disability Discrimination Act

- 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

In order to fulfil these requirements the school has set up a working group consisting of initially the Headteacher, the SENCo and the Health and Safety Governor (who also deals with the access plan). Eventually further members will be added as and when the plan progresses.

Governors, Local Authority and Diocese responsibilities

We work with the Local Authority and Diocese so that responsibilities can be properly shared. Admissions and other policies are heavily dependent on the Local Authority and will continue to do so.

The Governors remain the employer and deal with all aspects of equality and anti discrimination in employing of all staff within the school. We are positive about employing disabled people and follow the five commitments which are:-

- i. To interview all disabled applicants who meet the minimum criteria for a job vacancy and to consider them on their abilities
- ii. To discuss with disabled employees, at any time but at least once a year, what both parties can do to make sure disabled employees can develop and use their abilities (professional development)
- iii. To make every effort when employees become disabled to make sure they stay in employment
- iv. To take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work
- v. To review these commitment each year and assess what has been achieved and plan ways to improve on them