

Margaret Roper Catholic Primary School

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SCHOOL ACCESSIBILITY PLAN - July 2017

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education, and requires that all schools have a School Access Plan.

Purpose of the Plan

The School Accessibility Plan will

- Increase the extent to which pupils and/or parents with a disability, special need or language or cultural difference can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which pupils and/or parents with a disability or special need or language difference are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery of information to pupils and/or parents with a disability, special need or language or cultural difference so that it is readily accessible.
- Strive to make sure that children and/or parents with a disability special need or language or cultural difference are treated equally are respected and valued.

What is Disability?

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

School Aims and Values?

The school aims to promote equality for all pupils, staff and parents. This plan is mindful of our commitment to identify and remove barriers for pupils with disabilities and special needs and to be inclusive to all. The Staff and Governors at Margaret Roper School will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the DDA
- eliminate harassment of disabled persons that is related to their disabilities



- 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 children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Action Plan 2017 to 2018

Parents completed an Accessibility Survey in May 2017. It covered accessibility to physical aspects of the school, verbal communication by the school, written communication by the school and computer based information provided by the school. It also asked parents about their own experience of either having a disability, special need, language or cultural difference in relation to school and it asked parents about their child's experience of having a disability, special need, language or cultural difference in school.

The results have been collected and collated and have been presented to the Full Governing Body of the school. The individual action points will be discussed and plans made for any possible changes at the next Ethos Sub Committee meeting due to take place in the autumn term of the 2017-2018 academic year. The decisions from this autumn meeting will be circulated to parents.

This Policy will also undergo revision at this point. Parents have been asked whether they would like to contribute to the development of this and the Equalities Policy.

Additional discussion will also be held about how to include pupils in the development of the Accessibility Plan.

Monitoring and Reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

An annual report will be produced by the School Inclusion Manager which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice. At present all pupils:

- Take part fully in the curriculum
- Participate in extra-curricular activities
- Are fully involved in enrichment programmes and social interaction
- Go on school trips

The Accessibility Plan has an allocated Governor and will be reviewed by the Governing Board every two years. It will be made available on the school website (and is available on request in line with the Freedom of Information Policy).



Policy Drafted July 2017

Read with the following policies

Equalities policy

SEN Policy

Health and Safety Policy

