



The Federation of St Elphege's and Regina Coeli Catholic Schools



Disability Access Policy & Plan

Scope:	Federation	
Date Adopted:	September 2016	
This Review:	Spring 2020	Policy: Every 3 Years
Next Review:	Spring 2021	Plan: Annual
Approved	EHT:	Health, Safety & Wellbeing Committee
	Governor:	



The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community and developments in law or statutory guidance.

According to the Equality Act 2010 guidance a person has a disability if:

- A. *He or she has a physical or mental impairment, and*
- B. *The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

A disability can arise from a wide range of impairments which can be:

- *sensory impairments, such as those affecting sight or hearing;*
- *impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;*
- *progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;*
- *auto-immune conditions such as systemic lupus erythematosus (SLE);*
- *organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;*
- *developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;*
- *learning disabilities;*
- *mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour;*
- *mental illnesses, such as depression and schizophrenia;*
- *produced by injury to the body, including to the brain.*

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed annually and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. The current Plan will be appended to this document.

Vision and Values

At The Federation we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. The Federation is committed to providing environments in each of its schools that enable full curriculum access, that value and include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and

cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Federation Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Aims and Objectives

With relevant and timely actions to support The Federation in meeting its responsibility with regard to the Equalities Act 2010 the Accessibility Plan will:

- **Increase access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- **Improve the delivery of written information to pupils, staff, parents and visitors** with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information may be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website and will be monitored through the Health, Safety and Welfare Committee.

Aim 1: To increase the extent to which disabled pupils can access the school curriculum.			
Targets	Strategies	Timescale	Responsibilities
To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	<ul style="list-style-type: none"> • Systems in place for regular review- making adaptations or addressing barriers in a timely manner • Strategy/liasion meetings with outside agencies/nursing teams • Training for Key members of staff 	Ongoing	Inclusion DHT Inclusion Manager SENDCo
To ensure full access to the curriculum for all children	<ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The 7 Aspects of Engagement, Pre-key stage standards and the bridging materials from Croydon Local Authority to assist in developing learning opportunities for children and in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	Inclusion DHT Inclusion Manager SENDCo Subject Leaders SLT
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	<ul style="list-style-type: none"> • Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. • Assemblies to raise awareness of issues relating to disability. 	Ongoing	Inclusion DHT Inclusion Manager SENDCo Subject Leaders Class teachers
All policies clearly reflect inclusive practice and procedure	<ul style="list-style-type: none"> • To review all statutory policies with relevant stakeholders to ensure that they reflect inclusive practice and procedure. 	Ongoing	SLT Governing Body
To establish close liaison with parents	<ul style="list-style-type: none"> • Regular meetings with relevant staff: structured conversations, curriculum meetings, workshops, parents' consultation evenings. 	Ongoing	All Staff

Aim 3: To improve the delivery of information to disabled pupils, staff, parents and visitors.			
Targets	Strategies	Timescale	Responsibilities
To ensure that the medical needs of all pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> To review the effectiveness of the Supporting Pupils with Medical Needs Policy and the procedures described therein to ensure that it enables pupils to achieve highly. 	Annually reviewed	Inclusion Manager DHT Inclusion
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Raising awareness of font size and page layouts to support pupils with visual impairments. Ensuring the school library has continued availability of large font and easy read texts will improve access. Ensuring signage around the school is accessible 	Ongoing	DHT Inclusion English Lead
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> Information collected about new children. Records passed up to each class teacher. End of year class teacher meetings/ Vulnerable Pupil Checklist EHCP Annual reviews SEN Support plan reviews Medical forms updated annually for all children Individual healthcare plans Medical or dietary needs – children's photos displayed in Medical Photo book info kept in separate file in office and Pupil Support folders in classrooms 	Annually On entry for in-year / new starters	Office Manager Administrative Staff Inclusion Manager DHT Inclusion
To evaluate and review the above targets annually	<ul style="list-style-type: none"> Health, Safety and Welfare Committee meetings Governor visits Regular site walks by DoFO & SLT 	At least termly	SLT Governing Body