



Disability Equality Scheme and Disability Accessibility Plan for Pupils

| Date | Review Date | Coordinator | Nominated Governor |
|--------------|--------------|--------------|--------------------|
| January 2023 | January 2025 | Deborah Tate | Debra Johnston |

'At Alban's Primary School we are proud to celebrate each individual for all that they are. We are a caring community enjoying and excelling in the presence of God.'

At St Alban's RC Primary School we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled. This school provides pupils with the opportunity to experience understand and value diversity. We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

What are disabilities? The Code shares a definition of disability, which draws upon the Equality Act (2010). This explains that children have a disability if they present with '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (p. 135).

Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers (World Health Organisation, 2019).

At St Alban's we recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control (SCOPE, 2019).

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

St Alban's Primary School



We aim:

- to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life;
- to ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises;
- to reduce and eliminate barriers to access the curriculum and the premises and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability;
- to work with all outside agencies who can advise staff and support pupils within school;
- to ensure compliance with all relevant legislation connected to this policy:
 - ✓ Disability Discrimination Act 1995
 - ✓ SEN and Disability Act 2001 (SENDA)
 - ✓ Children Act 2004
 - ✓ Safeguarding Vulnerable Groups Act 2006
 - ✓ Equality Act 2010
 - ✓ Children and Families Act 2014
 - ✓ Special Educational Needs and Disability (Detained Persons) Regulations 2015
 - ✓ Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
 - ✓ Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFES in July 2002.

The SEN and Disability Code of Practice 0-25 January 2015 extended the Equality Act 2010, The Governing Body must:

- not discriminate against disabled pupils in our admissions and exclusion, and provision of education and associated services;
- not treat disabled pupils less favourably for a reason related to their disability;
- make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.

We work closely with the children and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child.

This plan sets out the proposals of the Governing Body of St Alban's Roman Catholic 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.

St Alban's Primary School



The plan is as follows:

| Development area | Targets | Strategies | Staff and Timing |
|---|---|--|---|
| Delivery of the curriculum | Ensure all pupils have the same opportunity to participate fully in the school curriculum | Awareness of individual pupil barriers to learning and needs. Detailed assessment of children's needs. Following diagnostic advice of professionals such as Educational Psychologist, Occupational Therapist, Speech and Language Therapist etc. Removing barriers to enable pupils to access learning. Purchase and use of resources relevant to their learning needs. Planning relevant to the needs of individual pupils and where lessons address individual needs. Monitoring of provision. | All staff On going Deborah Tate SENCO |
| The physical environment of the school | To improve the building making it wheel chair friendly throughout To ensure children have access to calm down spaces | Ramps to alter the building for wheelchair access. Calm down area(s) in school | Head teacher All staff led by Wellbeing officer |
| Lifting and handling | To ensure staff are trained to lift a child, considering safety to that child and themselves | Lifting and handling training provided by specialist setting to early years staff | Hadrian school SENCO Head teacher |

Our school building has its advantages as it is built on flat land and there are no stairs to access the entrances but there are a few steps. Although the building is two story there is a lift and most of the classrooms are very spacious. Adjustments have been made so that the school has ramps and handrails where required and has a disabled toilet but further alterations are required. The doors throughout are wide.



Role of The Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- develop a voice for pupils, school personnel and parents/carers with disabilities in review meetings; by taking part in questionnaires; through discussion in PSHCE and SEAL projects.
- ensure disabled pupils participate in all school events and activities;
- work hard to eliminate harassment and bullying;
- promote throughout the school positive attitudes towards people with disabilities;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school.

Training

All school personnel will have equal chances of training, career development and promotion and receive training on induction which specifically covers:

- All aspects of this policy
- Inclusion
- Special Educational Needs & Disabilities
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

St Alban's Primary School



Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring impact of this policy

The practical application of this policy will be reviewed annually and updated every 3 years or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Anti-bullying Policy
- Equalities Policy
- Inclusion Policy
- Special Educational Needs and Disabilities Policy
- Equal Opportunities and Administration of Medicines Policy
- Safe guarding and Child Protection Policies

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| Agreed at the Local Governing Committee | Date: _____ _____ |
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