



**Disability & Accessibility
Policy
2022-2026**

Introduction

The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favorably 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.

This plan sets out the proposals of the Governing Body of the 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an accessibility action plan showing how the school will address identified priorities over the next 3 years.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan, which is appended, details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

Our school's vision statement and aims stresses the importance of the individuality of all of our children. As a school community we are fully committed the concept and practice of inclusion: giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children are our paramount priorities. This scheme helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

Aims and objectives

Trinity St. Peter's CE Primary is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

We ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

We never treat a pupil with a disability less favourably than others because of the nature of his/her disability.

We will make all reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage.

We do our best to anticipate the needs of a pupil's, a parent, or staff member with disabilities before s/he joins the school.

We ensure appropriate involvement of stakeholders in the ongoing development of our Disability Equality Scheme and Accessibility Plan.

Removing barriers

The governing body acknowledges the need to make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures take to improve our school.

The physical environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school and movement around the school e.g. ramps and handrails;

- accommodation within the building, e.g. by providing toilets for disabled pupils
- furniture, e.g. by procuring rise-and-fall tables, sinks and ovens;
- information and communication technology, by selecting appropriate hardware and software;
- signage e.g by putting it in clear print

The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

Our reading books and other resources contain positive images of people with disabilities.

The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual target setting takes place across the school.

Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, (sing along) or through a recognised symbol system, (PECs, or through ICT when required).

We always take account of disabilities, be they the pupils or their parents. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter or text.

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff follow the necessary procedures, and will not discriminate against people with disabilities (see also Safer Recruitment Policy)

Should a member of staff become disabled, the governing body will endeavour to make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school liaises with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We

benefit from the LA's advice, and its provision through services such as those for the children who are hearing impaired or visually impaired .

Health and safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away. Personal health care plans are drawn up for children who require assistance with feeding/toileting /changing. These are drawn up in by the school nurse in conjunction with school and the parents.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Policy into practice

The governing body is responsible for the school's duty to ensure disability equality.

A named governor (TBA) and a designated member of staff, Headteacher and SENCo, jointly discharge the responsibility of ensuring that we meet our obligation to ensure disability equality.

The Headteacher ensures that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of ensuring disability equality for pupils, parents or staff with disabilities.

Parents and carers are asked to keep the school informed about any relevant issues, so that we can work towards resolving them.

Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- admissions;
- achievement;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.
- pupil voice data.

Evaluations based on these data are then reported to the governing body, and action plans are drawn up or amended as appropriate.

Monitoring and review

The governing body has a named governor with responsibility for matters of disability equality. It is this governor's responsibility to keep the governing body informed of any new

regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The Headteacher implements the school's disability equality scheme on a day-to-day basis, and ensures that all staff are aware of the details of the scheme as it applies to them.

The policy is published on the school website.

The Headteacher reports to the governing body annually on matters regarding the disability scheme.

This scheme will be reviewed at any time on a request from the governors, or at least once every three years.

The impact of the scheme and other policies on disability equality are reviewed by the governing body.

ACCESSIBILITY PLAN

At Trinity St. Peter's CE Primary we are continually striving to improve the opportunities for all our pupils including those with disabilities: this includes monitoring and review of the curriculum and the physical environment in which the children learn.

Current Provision

The school is a one storey building.

There are designated disabled facilities with a ramp access to the kerb to surmount.

All main entrance doors are double width and therefore accessible to wheelchairs.

Fifteen entrances are either flat or have ramped access.

Pathways of travel around the school site and parking arrangements are safe and well signed.

Areas are well lit.

There are two disabled toilets within the school building.

The school endeavours to be dyslexia and autism friendly.

Nursery and Reception all have access to high quality outdoor learning opportunities.

IPads are also available to support learning and communication.

Additional specific classroom resources are provided as necessary including sloping desks, pencil grips etc.

We ensure that learning materials are provided using appropriate styles and size of font and modified SATs papers are accessed as required

Relevant staff are trained as appropriate to provide particular medical support, including:

- Use of an epi-pen for allergy
- Emergency support for asthmatics

Future Provision

Increasing the extent to which pupils with disabilities can participate in the school curriculum:

Issue /Objective	Action to be taken	Personnel Responsible	Time Scale	Date Completed
Improve participation in sport for SEND and vulnerable groups of children	Meet the Sefton School Game Platinum Award by 2024	PE Subject Leader	2 years	
When necessary facilitate curriculum access for all pupils	Information and Communication Technology is upgraded annually and a budget set aside to ensure appropriate software packages are purchased	HT	Ongoing	

The action plan for **the physical environment** below, shows proposed improvements to be made to further enhance accessibility over the next 3 years:

Issue /Objective	Action to be taken	Personnel Responsible	Time Scale	Date Completed
The counter at the main office is not DDA compliant	Annual bids to the Diocese as part of the school's building maintenance and improvement plan	Headteacher Building Consultant – Cunliffes	Dependent upon funding	
There is no audio loop for the hearing impaired				
Personalised learning rooms required for intervention and support				
Playgrounds to be resurfaced and remarked, including drainage issues resolved.	LCVAP bid approved.	Headteacher Building Consultant – Cunliffes	2 years	
All policies to continue to be reviewed and amended in line with Equality scheme.	GB to review policies	Headteacher	Ongoing	