



ST STEPHEN'S CEVA PRIMARY SCHOOL, BATH

ACCESSIBILITY PLAN

Also Known As

Disability Equality Scheme and
Disability Access Document

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I INTRODUCTION

The school is committed to ensuring equal treatment of all its pupils, employees and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life. The achievement of disabled pupils will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the school and all its activities are as accessible as possible. At St Stephen's Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

2 DEFINITION OF 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.

3 GENERAL DUTIES

At St Stephen's Primary School we will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled pupils 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.



This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by St Stephen's Primary School.

In addition to the above general duty to promote Disability Equality, St Stephen's Primary School has specific duties placed on it which is to:

- Produce a Disability Equality Scheme every three years
- Report on progress annually
- Produce an Accessibility Plan

4 SPECIFIC DUTY

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty of producing a Disability Equality Scheme for St Stephen's Primary School. The specific actions currently being taken include:

<p>Involvement of disabled people in developing the scheme</p>	<p>St Stephen's Primary School will consult with disabled pupils, staff and service users in the development of the Disability Equality Scheme by:</p> <p>Provision Maps/IEPs and Annual Reviews with SEN pupils/parents</p> <p>Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of disabled pupils</p> <p>Meetings with external disability organisations</p> <p>Meetings with parents at consultation evenings</p> <p>Making available the SEN Policy for parents/carers and providing opportunities to discuss issues through formal or informal meetings and reviews. The annual SDP parent questionnaire will be used to collect parental views.</p>
<p>Developing a voice for disabled pupils, staff and parents/carers</p>	<p>St Stephen's Primary School is developing opportunities for disabled pupils, staff and parents/carers by:</p> <p>Including parents/carers in review meetings</p> <p>Including pupils and parents/carers in school questionnaires</p> <p>Class teachers discussing issues regularly with pupils, eg in Circle Time/PPA days</p> <p>Use of School Council</p>



<p>Encouraging participation in public life by disabled people</p>	<p>St Stephen's Primary School ensures that disabled pupils are represented and encouraged to participate in:</p> <ul style="list-style-type: none">AssembliesPlays and musical eventsSports daysSchool council <p>and that they are included fully in normal school life.</p>
<p>Eliminating harassment and bullying</p>	<p>St Stephen's Primary School has a clear policy on anti-bullying. This policy was last reviewed in spring 2014.</p> <p>Proven incidents of bullying of disabled pupils will be reported to the Local Authority.</p>
<p>Promoting positive attitudes towards disabled people</p>	<p>St Stephen's Primary School will promote positive attitudes towards disabled people by:</p> <ul style="list-style-type: none">Ensuring displays and resources reflect diversityThe Curriculum Co-ordinators checking resourcesThe curriculum positively promoting differenceTeachers taking into account Provision Maps/IEPs when planning lessonsUse of outside agencies to support staff trainingUsing newsletters and web pages to promote policiesTraining teachers when appropriate



<p>Removing barriers</p>	<p>St Stephen's Primary School will remove barriers by:</p> <p>Operating a Teaching and Learning Policy that requires learning to be differentiated to accommodate the capabilities and disabilities of pupils. Teachers are provided with information specific to individual pupils.</p> <p>Not excluding disabled children from school trips because of their disability unless medical advice stipulates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried for chosen trip locations to ensure that routes are accessible. Alternative activities are used if required</p> <p>Ensuring disabled pupils have access to extra curricula activities</p> <p>Having an up to date Disability Access Plan</p> <p>Teachers adapting, where possible, resources and techniques to suit a wide range of learners.</p> <p>All pupils having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN pupils.</p> <p>Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service</p> <p>Using external advisers to support Provision map/IEP/PEP meetings when required</p> <p>Using external advisers are used to assist with PSHME programme</p> <p>Events for parents and carers such as open evenings, meetings with teachers are held in accessible parts of the school.</p>
<p>Impact Assessment</p>	<p>St Stephen's Primary School will undertake Disability Equality Impact Assessments through two specific activities:</p> <p>The school will use existing procedures for reviewing the impact of provision for disabled pupils e.g. Provision Map/IEP/Annual Reviews, questionnaires.</p> <p>External validation e.g. OFSTED, Director's Award.</p>



The Governing Body	<p>Governors meetings are held in locations that are accessible to disabled people</p> <p>Parents and pupils are made aware of how the governing body contributes to the life of the school through the school website and newsletter. Parents are invited to information evenings.</p> <p>The Governors are informed about the consultation with parents/carers through the annual questionnaire which is available in different formats on request</p>
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5 ACTION PLAN

The Action Plan for the next few years is in Appendix I. This DES will be amended in light of the actions taken during the course of this period.



A. APPENDIX I

ACTION PLAN 2010 - 2012

The following action plan outlines what will be achieved in the future with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue	Action	Responsibility	Timescale
Developing a voice for disabled pupils, staff and parents/carers	No direct representation by disabled pupils on School Council	Consider the co-option of disabled pupils to School Council	School Council Co-ordinator	May 2015
Encouraging participation in public life by disabled people	Continue to ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.	Teachers to review patterns of involvement.	Class Teachers	Summer 2015
Eliminating harassment and bullying	Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability	Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders. If a number of incidents have been prevalent within a particular year group, use circle time or assembly to investigate and address the issue with all pupils.	Headteacher	Ongoing



Aspect of the duty	Issue	Action	Responsibility	Timescale
	Ensure that all policies, procedures and practices take into account current DDA legislation	Undertake a mapping exercise of current policies, procedures and practices	Governors specifically chair of Pastoral Committee	Spring 2010
	Enhance awareness of disability issues	Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.	All staff	Ongoing
	St Stephen's Primary School will ensure that external contractors are aware what is expected of them regarding the treatment of disabled pupils, staff and visitors	Requiring contractors to give a commitment towards disability equality through the initial tendering process and subsequent work.	Headteacher	Ongoing
Removing barriers	St Stephen's Primary School will ensure that its CPD procedures should provide disabled staff with the same opportunity as their non-disabled peers.	Analysis of Performance Management Review meetings.	SLT	Annually in Sept



Aspect of the duty	Issue	Action	Responsibility	Timescale
	Internal communications systems should provide appropriate staff with information on the particular needs of disabled pupils, staff and visitors in a clear and timely way	Ensuring that existing policies, procedures and practices make a clear reference to confidentiality/duty of care and are amended to keep up with changing legislation	SLT	Ongoing
	Disabled pupils, staff and visitors can fully access buildings	Continue the programme of works as part of the Disability Access Plan	Governors	Spring 2010 onwards
		Agreeing guidelines to produce internal or external publications in accessible formats for disabled people	Headteacher	Ongoing