



**St. Mary's C.E. (A) Primary School**

Greenfield

Disability Equality Scheme

2017

**'We enjoy learning and achieving in a Christian environment'**  
**ST. MARY'S C.E. (A) PRIMARY SCHOOL**  
**GREENFIELD**

**DISABILITY EQUALITY SCHEME**  
**2017**

**Mission Statement**

'We enjoy learning and achieving in a Christian environment'

**Disability Equality Scheme/ Accessibility Plan**  
**St. Mary's C.E. (A) Primary School, Greenfield**  
**Date: September 2017 – September 2020**

The Accessibility Policy is drawn up in compliance with current legislation and requirements, relative to the Equality Act 2010.

The DDA defines a person with a disability as someone who has 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'

Physical or mental impairments includes sensory impairment, learning disability, dyslexia, dyspraxia, autism, speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy and cancer, where the effect of the pupil's ability to carry out normal day to day activities is adverse, substantial and long term. Substantial means more than minor or trivial. Long term means has lasted or is likely to last more than twelve months.

Normal day to day activity is determined by the affect of the impairment on mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, or eyesight, memory or ability to concentrate, learn or understand, and the perception of risk of physical danger.

The Governing Body has had three key duties towards disabled pupils.

- Not to treat disabled pupils **less favourably** 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 duty requires schools to produce an Accessibility Plan that identifies the action school intends to take over a three year period to increase access for those with a disability in three key areas, which is published and evaluated annually.

The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school **curriculum**.
- Improving the **environment** of the school to increase the extent to which disabled pupils are able to 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.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, social, sensory, spiritual, emotional or cultural needs.

The aim of the head teacher, governing body and school community is to ensure all aspects of school life are accessible to everyone. Additional needs of children, staff and visitors to the school are taken into account in all planning and the provision of facilities and resources to ensure good educational outcomes.

School policies relating to inclusion, special educational needs, the administration of medication, management of personal care and toileting, moving and handling, school visits and managing behaviour have been differentiated to take into account the necessary responses for children and young people who are within the remit of the SEN and Disability Discrimination Act.

All policies linked to SEND are reviewed annually.

Pupils with Special Educational Needs and those with disabilities take a full and active part in all aspects of school life. All pupils make good progress and contribute to all whole school activities such as class and school assemblies, school productions and participate in educational visits.

### **Increasing the extent to which disabled pupils can participate in the school curriculum.**

All pupils with a disability can access the curriculum through differentiated tasks, to suit their needs. The adaptation of teaching style to match pupil learning, ensures all pupils are catered for appropriately.

Sloping boards are used by a number of pupils in school to improve their posture and, therefore, the presentation of their work.

Wobble cushions are available for children who struggle to sit still for long periods of time. Coloured overlays or coloured paper and work books are provided for pupils where necessary.

Pupils with health needs, such as Diabetes or Epilepsy, have a Care Plan which all staff adhere to.

The views of pupils and parents are integral to ongoing evaluation of intervention through regular termly and statutory annual reviews. This in turn informs further developments.

### **Improving the physical environment of the school.**

Low hand rails on the staircase between the two levels support pupils on the stairs in accordance with health and safety regulations. There is a disabled toilet with emergency button, on both levels. Other toilets are self-contained in each classroom. A ramp is an alternative to steps at the main school entrance.

A path between the upper and lower levels of school ensures access to all parts of school.

The signage on doors has been replaced around school and is clear.

Blinds are fitted to windows in all classrooms to avoid glare.

The playground and school field provide a safe play area for children.

The Site Manager, Business Manager and school Governor responsible for Health and Safety carry out regular Health and Safety checks in school.

### **Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:**

We make reasonable adjustments to written information for pupils, parents and visitors with disabilities, such as handouts, worksheets, letters, etc. This information is made available in the preferred format within a reasonable timeframe.

**St. Mary's School's Accessibility Plan and Disability Equality Scheme** is available within the school improvement plan and on request from the Head Teacher or Chair of Governors.

### **Preventing Discrimination**

In accordance with the SEN and Disability Act 2001 and the Disability Discrimination Act 1995, St Mary's Primary School makes every effort not to discriminate against any student attending the school. Access for all pupils to the curriculum, social activities and the school environment, remove barriers to discrimination for those pupils with

disabilities. Even when pupils are unable to access the normal curriculum, or social activities, alternatives are developed so that these pupils do not feel excluded. Support is timetabled to meet the needs and disabilities of pupils and a practical approach given to the learning environment accommodating their needs. The school also operates in accordance with the Disability Discrimination Act 1995 and the schools Equal Opportunity policy when recruiting staff, so as not to discriminate against the employment of adults with disabilities.

### **Preventing Harassment**

St Mary's Primary School makes every effort to eliminate harassment of any member of the school community. The school recognises that pupils with disabilities are particularly vulnerable to harassment and bullying from their peers. Pastoral support in the school is provided to all children by all staff, with particular focus from the Inclusion Manager and Pastoral Support Teaching Assistant. The pastoral systems within the school operate procedures to deal with incidents of harassment and bullying, in accordance with the schools Anti Bullying policy, Behaviour and Discipline Policy, Racial Equality policy and Child Protection policy. All incidents of harassment and bullying are treated seriously and the recipient is supported fully. Measures are instigated to prevent further occurrences of this kind of behaviour. Support is also offered to the student(s) instigating harassment and bullying. Harassment by staff, either directed towards pupils or other members of staff, is treated very seriously and will be investigated in accordance with the school disciplinary procedures and Staff Code of Conduct.

### **Promoting Positive Attitudes towards Disabilities**

The promotion of a positive attitude towards people with disabilities is central to the schools inclusive ethos. Wherever possible the school promotes this attitude to all its stakeholders. All pupils with disabilities are members of a class and share lessons with non-disabled pupils. This inclusive ethos not only enhances the school experience for the disabled student, but also helps challenge discrimination and prejudice towards those pupils from their peers, creating a community that is caring and respectful towards all its members.

Approved by the Curriculum Committee      Date:

Chair: Graham McGuffie

