



ST PHILIP'S CE PRIMARY ACADEMY

Pupils with Disabilities Policy

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Safeguarding Statement

At St Philip's Primary Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Mission Statement

St Philip's Primary Academy strives to be an academy where children can celebrate the successes of their learning and achievements, can realise and exceed their potential through quality teaching and learning, can communicate effectively with a variety of audiences and develop the skills and attributes necessary to be positive future citizens in our changing society.

Vision Statement

To provide an outstanding education for the children of St Philip's Primary Academy to raise expectations, aspirations and promote achievement for all in our community.

Statement of Intent

The disability Discrimination Act (1995) defines a disabled person as one who has a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.

This policy and accessibility plan will be applied to all pupils of St Philip's Primary Academy who are deemed as having a disability, to ensure all is done to allow all children to access the curriculum and any other learning opportunities provided by the academy.

Our Values

At St Philip's CE Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always '**Working together with hope in our hearts**'

This ethos is based on the following values that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Aims of our Pupils with Disabilities Policy

The aim of this policy is to ensure that all pupils at St Philip's Primary Academy are treated fairly and given appropriate support in line with DDA regulations. This equality of learning opportunities will be achieved through the accessibility plan within this policy, ensuring support for those deemed as having a disability.

The Purpose of the Pupils with Disabilities Policy

St Philip's Primary Academy takes every step possible to prevent pupils with disabilities being treated less favourably than other pupils and encourages an ethos of inclusion within the academy. Therefore, the purpose of this policy is to identify where there may be issues for pupils with a disability and how as an academy we would address this through the accessibility plan.

Delivery of the school's curriculum

St Philip's CE Primary Academy has a fully inclusive broad and balanced curriculum which is modified and/or adapted to suit the needs of individual children but which enables all to access the

National Curriculum.

Pupils are supported by a range of adults including teachers, LSAs and 1:1 support assistants. The deployment of staff varies according to need as does classroom organisation. Both are reviewed on a regular basis.

Accessibility Plan (see Appendix 1)

As St Philip's Primary Academy was built in 2004, almost all areas of the building and grounds are accessible to all pupils. Our academy adheres to council policy to ensure opportunities for all children with a wide range of disabilities.

The academy accessibility plan highlights the ways in which St Philip's Primary Academy will support pupils with disabilities. This plan centres around the following points:

- Accessibility of information for disabled pupils and families, such as written information
- Improved access to all areas of the academy, including the outdoor areas
- Ensuring pupils with disabilities are able to be a part of all academy visits and trips
- Planning of physical activities that allow all pupils with disabilities to access the Physical Education curriculum as much as possible

Review

This policy should be reviewed and ratified by the Governing Body of St Philip's Primary Academy every three years.

APPENDIX 1 - Accessibility Plan

Aims

We believe that this Accessibility Plan is compliant with the current legislation and requirements specified in Schedule 10 of the Equality Act 2010, relating to Disability. Our Governing Body is accountable for ensuring it's implementation, review and progress reporting. The St Philip's plan has been drawn up based upon information supplied by BDAT Trust, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The plan will be reported upon annually and provide a projected plan for the four year period ahead of the next review date. This plan was updated in December 2018 to reflect new statutory requirements for the setting of Equality Objectives and is structured to complement and support the school's Equality Objectives, also published on the school website. We understand that the BDAT Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10) and will advise upon the compliance with that duty. The Accessibility Plan relates to key aspects of our physical environment, curriculum and written information.

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 Plan should be read in conjunction with the following school documents:-

- Equality & Information Objectives Policy
- Behaviour Policy
- Educational Visits policy
- EYFS Outdoor Learning Policy
- SEND Policy
- Health & Safety Policy
- Spirituality Policy
- School Development Plan
- Asset Management Plan
- School Prospectus and Vision Statement
- Professional Development Policy
- Complaints Policy
- Disability Equality Scheme
- Equality & Diversity Policy
- Professional Development Policy

The 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 plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. 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.

Objectives

St Philip's is committed to providing an environment that enables full curriculum access that values and includes 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 school recognises and values parental knowledge around their child's disability and the effect on their ability to carry out everyday activities. The school also wishes to respect the parental and pupil right to confidentiality.

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

The Accessibility Plan will contain relevant and timely actions to:

- increase access to the curriculum for pupils with a disability
- expand the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (a school failing to do so is breaching of the duties of the Equalities Act 2010)
- cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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 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 handouts, timetables, textbooks and information about the school and school events
- provide information in various formats within a reasonable timeframe

TARGET	STRATEGY	TIMESCALE	SUCCESS
<u>General</u>			
Share the purpose and direction of Disability Equality Scheme	Review the School Visions and values	Completed	Visions and Values reviewed and improved "NOAH's ARC"
Ensure involvement of disabled school users in the development of the disability equality scheme.	<ul style="list-style-type: none"> • Directly involve pupils identified as disabled in running of School Council • Staff meeting to explain DDA requirements and definition of disability, including sharing ideas on best way to enable staff who might be disabled to express their views. • Include key points in section of Parents Newsletter and encourage parents to express their views as above 	Ongoing and annually addressed	<ul style="list-style-type: none"> • Disabled representation on School Council if appropriate • Disabled staff confident that needs and views treated sensitively and confidentially. • Other disabled adult users confident that needs and views treated sensitively and confidentially
Improve information gathering from and about all disabled school users (as a key element of the scheme) Establish an ethos of support and confidentiality which encourages disclosure and demonstrates the positive effects and improved opportunities.	<ul style="list-style-type: none"> • Raise awareness of definitions of disability by providing simple information – as above – explaining why the information is needed • Explain why information is needed. • Demonstrate through actions the positive effects of adjustments that can be/have been made 	Ongoing	<ul style="list-style-type: none"> • As above plus the school has a variety of information from different sources regarding numbers of disabled users, the extent and success of access • This information is used to monitor, evaluate and review the success of the equality scheme and to revise it effectively • Appropriate adjustments made which improve access to all aspects of school life for all disabled people
TARGET	STRATEGY	TIMESCALE	SUCCESS
<u>School Interactions</u>			
Pupils	<p>Monitor assessment trackers to assess rate of progress of disabled pupils and plan appropriate interventions</p> <p>Focus on disabled pupils in classroom observations to monitor participation</p> <p>Monitor bullying and behaviour records to ascertain whether disabled pupils feature and take</p>	Termly monitoring	All children successfully included in every aspect of school life and able to succeed

	appropriate action based on evaluation		
Parents/Carers	<p>Ask about any disability or health condition in early communications with new parents, emphasising the range of adjustments possible</p> <p>Include details of equality scheme in prospectus</p> <p>Collect information on disability as part of parental questionnaire</p>	<p>Annually for new intake.</p> <p>As they arrive for other families new to school</p>	As above
Procurement of contractors, extended services and other users	<p>Include a communications footer which emphasises commitment to disability equality in all dealings</p> <p>Use questionnaires to follow-up accessibility with all outside users of school/extended services users.</p>	Annually	School's ethos and reputation highlight equality beyond the immediate clientele
TARGET	STRATEGY	TIMESCALE	SUCCESS
Increase pupil participation in the school curriculum			
Link curriculum development with improving access to learning as part of the school's offer to all	<p>Staff development time to consider DDA implications</p> <p>Regular reviews of progress.</p> <p>Curriculum leaders monitor schemes of work and plans, checking for accessibility with pupils</p> <p>Foster links with local special school to share expertise</p>	<p>Termly</p> <p>Phase Meeting</p> <p>Individual Class</p> <p>Staff when planning</p>	<p>High expectations for all</p> <p>Appropriate targets for all</p> <p>High quality teaching and learning for all</p> <p>Consistently good teaching to ensure good progress for all</p>
Ensure that Medium-Term Planning takes account of the access needs of disabled pupils	<p>Monitor planning to ensure curriculum is accessible to all children</p>	Half termly	<p>Medium-Term planning considers access</p> <p>Curriculum development over time increases access</p> <p>All pupils access age appropriate curriculum and make good progress.</p>
Identify Short-term planning adjustments required to ensure access and appropriately challenging work	<p>Monitor planning</p> <p>Provide advice on potential curriculum modifications</p>	<p>Monitoring planning cycle for all</p> <p>Increased frequency for classes containing</p>	<p>All pupils access the curriculum at an appropriate level.</p> <p>All pupils make good progress.</p>

		identified individuals	
To ensure access to particular areas of the curriculum for particular groups of disabled pupils	Identify potential barriers when children are admitted to school and make appropriate special provision Seek advice from parents, support services and colleagues in special schools Consult all pupils regarding perceived barriers and ways to address these	Pre-admission. Annual pupil and questionnaires - Summer/Autumn Term.	All pupils participate in all curriculum activities
To ensure equality of access for all to the wider curriculum including off-site and after-school activities	Plan appropriate Educational Visits which can be accessed by all Plan after-school activities which can be accessed by all Monitor participation of disabled pupils in these activities	Ongoing – as part of planning for visits and after-school activities Termly evaluation	Visits planned are accessible to all All pupils participate in educational visits
Effectively deploy support staff to:- <ul style="list-style-type: none"> • connect disabled pupils to the curriculum • support independence • minimize social exclusion 	Support assistants attend Phase meeting and CPD opportunities Support assistants involved in planning and review SENCO monitoring to ensure appropriate staff deployment	Weekly Phase Meeting Weekly support staff briefings	Pupils well-supported.& make good progress Imaginative and varied interactions and groupings Pupils helped to towards participations and independence
Promote positive images of disability	Ensure all policies explicitly promote equality & inclusion Audit library and reading books and redress any imbalance Consider use of any role models where appropriate	Annually	Disabled pupils self-esteem is high with participation fully in all areas of school life
TARGET	STRATEGY	TIMESCALE	SUCCESS
Improve the physical environment & resources to increase access			
Identify and remove existing barriers in the physical environment.	Re-audit premises to identify potential hazards, particularly for wheelchair users:, table corners, narrow areas, access to resources Plan necessary adjustments into building/maintenance work	Annually Alongside SCA deadlines	All potential hazards/obstructions removed/rectified for wheelchair users Wildlife area access without stairs (new access route completed 2019)

<p>Provide safe and accessible routes of entrance and exit, including emergency evacuation routes for any identified pupils/adults with disabilities.</p>	<p>Create access and evacuation plans for individual disabled pupils as part of IEP process Create access plans for disabled adults as above Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings, etc. Include questions in parent questionnaires about access needs and ensure they are met</p>	<p>On entry At SEN / IEP reviews Annual PEEP reviews</p>	<p>Individual plans in place for all disabled pupils/adults to evacuate safely All staff aware of pupils' needs Raised confidence of staff and governors in commitment to meet needs All parents able to fully access all school activities..</p>
<p>Ensure all facilities in school are at a height accessible to wheelchair users</p>	<p>Audit/evaluate accessibility of Reception area to wheelchair users and plan necessary adjustments to improve Appropriate use of specialised equipment to benefit individual pupils, adults.- e.g. adjustable tables/ IT equipment/barrier desks</p>	<p>Complete</p>	<p>All visitors/staff/pupils able to access Reception desk</p>
<p>Improve signage for all site users, especially visually-impaired and other language speakers</p>	<p>Investigate poss. of replacing/extending signs to include Braille and other community languages</p>	<p>Access Audit</p>	<p>Access around school site is easier for all</p>
<p>Provide information in non-written form where necessary</p>	<p>Ensure guidance on alternative methods for pupils with particular impairments are specified on Individual Education Plans (IEPs). (Audio-taping, enlarged print, coloured print, coloured overlays, etc. picture menus, etc. Ask children/parents about preferred methods at SEN reviews</p>	<p>On pupil entry At SEN reviews</p>	<p>Staff more aware of pupil's preferred methods of communication All children access information Staff start to produce routine information in format accessible to all</p>
<p>Ensure marking and assessment is accessible to all</p>	<p>Use alternatives above Include in 1:1 discussions regarding their progress and targets</p>	<p>Ongoing termly</p>	<p>All pupils participate effectively in self-assessment</p>
<p>Improve access to information for parents and other stakeholders</p>	<p>Review information to parents/carers (Prospectus, letters home, reports, etc.) Canvass parents (format, language, reading level, etc.) Offer a telephone call to explain letters home for parents who may need this</p>	<p>Prior to admission and data update communications</p>	<p>Parents able to access information in a format which they can access readily All parents are confident in the information they have about school and their ability to access it</p>