



The Federation of English Martyrs, Oakham & St Augustine's Stamford Catholic Voluntary Academies

Accessibility Policy

Introduction and aims:

We believe in providing every opportunity to develop children's and adults full potential. All our children, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of Federation life and the Federation environment for children and prospective children, staff, parents and visitors with a disability.

Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Governing Body of The Federation to ensure our practices and policies comply with these acts and increase access to education for disabled children. It is our duty to make sure that:

- ✓ We do not to treat disabled children less favourably for a reason related to their disability;
- ✓ We will make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
- ✓ We will plan to increase access to education for disabled children.
- ✓ We do not discriminate against anyone as explained in the DDA, 1995
- ✓ We do not allow any form of harassment of people with a disability
- ✓ We will promote positive attitudes towards anyone living with a disability
- ✓ We will remove barriers which may discourage disabled people from playing a full part in the life of our Federation
- ✓ We will encourage full participation by everyone in our Federation activities

Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- ✓ Substantial

- ✓ Long-term and
- ✓ Has an adverse effect on his/her ability to carry out normal every day activities

Principles:

- ✓ Compliance with the above-mentioned legislation is consistent with the Federation's aims, Equal Opportunities Policy and the operation of the Federation's Special Educational Needs (SEN) Policy
- ✓ As an admissions authority our admissions policy applies which does not discriminate against a disabled child
- ✓ We recognise that it is unlawful to discriminate against a disabled by excluding him or her from the Federation for a reason related to the child's impairment
- ✓ When recruiting staff disabled people will not be discriminated against
- ✓ We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- ✓ We provide all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children. Our curriculum endorses the key principles in the National Curriculum 2000, underpinning the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to children's diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of children
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting children young people and adults with disabilities

Information from data:

Information about the needs of disabled people will be gathered through:

- ✓ Child admission information
- ✓ Parental questionnaire
- ✓ SEN reviews/statements
- ✓ Recruitment process
- ✓ Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- ✓ Data analysis (progress made and value added scores)
- ✓ Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the Federation's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

The main priorities in the Federation's plan:

- ✓ Increasing the extent to which disabled children, and adults can participate in the Federation curriculum
- ✓ Improving the physical environment of the Federation to increase the extent to which disabled children, young people and adults can take advantage of education and wider life of Federation including trips and clubs
- ✓ Improve the accessibility of written information to disabled children and adults

Making it happen:

Audit, management, implementation and monitoring

Audit of provision,

- ✓ Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- ✓ Children have individual learning targets, closely monitored and regularly reviewed
- ✓ All staff are trained in Assessment for Learning and this continues to be developed and updated
- ✓ Analysis of value-added figures allows us to measure the impact of intervention and support strategies for all children.
- ✓ Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- ✓ SEN register is kept up to date
- ✓ Appropriate and specific intervention programmes for children with SEN
- ✓ Individual Education Plans (IEPs) and reviews in place
- ✓ Advice is sought from SEN Support Service (SENSS) Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- ✓ Structured and supportive playtime and lunchtime activities
- ✓ Ensuring all adjustments to current buildings are DDA compliant
- ✓ Denote hazards for the visually impaired
- ✓ Flexibility of seating arrangements to suit need

(b) learning and teaching:

- ✓ We will review and monitor to ensure disabled children make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ✓ Academic progress is monitored and 'value added' considered
- ✓ Additional support (small group or 1:1) will be provided where possible
- ✓ Individual targets and IEPs ensure aptness of teaching and learning strategies
- ✓ Targets will be monitored regularly
- ✓ Targets and progress towards them will be reported to parents regularly
- ✓ Using RAISE ONLINE, assessment and monitoring in the Federation by senior staff, we are able to track and analyse the achievement of all our children
- ✓ Review of policies in Federation is ongoing, including updates to the Anti-bullying policy
- ✓ The Federation websites will be reviewed when we adopt a Learning Platform and pages with information about links to disability will be built in

(c) communication methods

- ✓ Use of interactive whiteboards
- ✓ Use of ICT resources by children
- ✓ Visual timetables for some children
- ✓ Newsletters to parents
- ✓ Diary and news pages on the Federation website
- ✓ Informal discussions with parents
- ✓ Telephone messages and conversations with parents
- ✓ Most information is available electronically and can be converted to other appropriate formats
- ✓ Governor meetings with parents

The effectiveness of these adjustments will be monitored regularly and the opinions of our disabled stakeholders canvassed. Feedback will come from:

- ✓ Child interviews
- ✓ School Councils
- ✓ Parental questionnaires
- ✓ Staff opinions (teaching and non-teaching)
- ✓ Governors
- ✓ Other visitors and users of the Federation
- ✓ Outside Agencies

Monitoring and Impact Assessments

The Governing Body will review the Accessibility Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of Federation life in it's widest sense for those children on our register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- ✓ Children interviews
- ✓ Increasing staff awareness
- ✓ Parental questionnaires
- ✓ Analysis of assessment data

**ACTION PLAN FOR DISABILITY EQUALITY SCHEME
SEPTEMBER 2012 – JULY 2013**

		Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme		Collect views of children on disability through school Council	SW, LO	By November 2012	
		Send out/collect in questionnaires to parents	SH	By November 2012	
		Revise new admissions pack to include questions for parents of children with disability	SB / JI	By January 2013	
		Collect views of any disabled users of. Direct contact with known parents.	SB/JI	By Jan 2013	
		Keep staff updated in terms of information sharing, training and collection of their views;	All staff	Ongoing.	
		Discussion with parents and children at Parent's Evenings, IEP reviews, etc.	All Teaching Staff	Ongoing	
		Consideration of collected stakeholders' views	Governors	By January 2013	
	Premises and Environment		Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into Federation	PR Committee	By November 2012
		Plan for and act on the recommendations from the audit, as far as possible and reasonable within the Federation's budget. (Further actions to be developed following audit).	PR Committee	April 2013	
Policies and initiatives		Activity	Responsible	Timescale	Outcome
		Include aspects of Disability Equality in Federation assemblies and worship	All staff	Ongoing	

	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing	
	Conduct audit of the physical environment of the Federation and make recommendations for any necessary actions	PR Committee	November 2012	
	Ensure staff are fully briefed and up to date with DES and that it is added to induction training of new staff	SH	Ongoing	

Using Data to develop	Activity	Responsible	Timescale	Outcome
	Collect data on to analyse <ul style="list-style-type: none"> ✓ Attendance ✓ Exclusions ✓ Academic Performance 	SH	September 2012	
	Termly Progress Meetings, where needs, issues and performance of children are discussed	SH	Ongoing	

Access to the Curriculum	Activity	Responsible	Timescale	Outcome
	Share good practice relating to disability issues and data	All staff	Ongoing	
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	SH	Termly	
	Review of resources and ICT provision with consideration to suitability and development of children on disability	SH	Ongoing	
Audit of staff training needs	EH	December 2012		

Assessment:

- ✓ The completion of essential tasks
- ✓ The impact of better awareness of everyone in Federation producing positive outcomes
- ✓ Improved academic results and standards

