

St Joseph's RC Primary School

Accessibility Policy



Review Date: October 2022

Next Review Date: October 2023

Accessibility Policy



This statement of Accessibility Policy is produced in respect of St Joseph's RC Primary School and forms the basis for future planning and implementation for the support of related accessibility and education for pupils and any other individual with disabilities and impairments.

It is the school belief that everyone is made by God, in God's image and is special and unique. We believe that everyone has the right to learn and to achieve their full potential to be the best that they can be.

It is the school belief that pupils with disabilities and impairments should be able to study and prosper in a suitable learning environment without any barriers while being supported adequately by staff and the school management.

The school recognises also that having an open and understanding attitude towards disabilities and impairments, while being flexible, tactful and discreet, will help these pupils to achieve their goals and objectives.

This policy endeavours to promote the safeguard and support of any issues related to rights, equalities, and possible discrimination.

I. STATEMENT OF GENERAL POLICY.

1.1 The Governing Body is working in conjunction with current requirements, information and procedures in order to implement this Accessibility Policy. All Information is to be properly communicated to the Governing Body along with relevant diverse learning needs issues as indicated in this policy.

1.2 The planning and implementation of the policy is the direct responsibility of the Headteacher, ensuring that Managers, Teachers, Teaching assistants and Supervisors at all levels and all other employees are cooperating with it. Arrangements are also to be made to bring it to the notice of all staff, including new employees and supply teachers.

1.3 The Governors recognise the need to implement a system to adequately provide for; protect; and support any pupil with disabilities or impairments, or when any special needs requirements become apparent.

1.4 The Governors recognise their responsibility as far as is reasonably practicable to:

- a) Put accessibility at the heart of the planning and design process of this policy and affiliated documents and instructions.
- b) Provide an environment where suitable learning is occurring including physical improvement of the premises.
- c) To include all pupils while responding to pupils' diverse learning needs individually or as a group.
- d) Reduce and when and where possible eliminate barriers to accessing the curriculum.
- e) Make arrangements for ensuring that a system is in place to respond to pupils' diverse learning needs.
- f) Provide adequate training, information, instruction and supervision in order to enable staff employed at the school to perform their work with these pupils.
- g) Promote the development and maintenance of sound practices by means of support and information.
- h) Provide and maintain a working environment that is reasonably and practicably safe, and includes full participation in the community for pupils, and prospective pupils, with a disability or impairment.
- i) Encourage an atmosphere of openness, mutual support and respect.
- j) Maintain a close interest in all disability-related matters insofar as they affect activities in and out the premises under the control of the school.

1.5 The school Governors will require reviewing periodically information on Disability matters in order to determine the strengths and weaknesses of the current policy.

1.6 This policy is to be reviewed on a yearly basis.

1.7 The Governors recognise the benefits to which disabled pupils can engage in the school curriculum.

2. RESPONSIBILITIES.

2.1 The Governors:

2.1.1 Recognise the need to identify organisational arrangements in the school for implementing, monitoring and controlling Access and Disability matters. Governors will meet from time to time

as appropriate to discuss specific and general issues connected with Access and Disability management.

2.2 The Head-teacher is:

2.2.1 To develop all throughout the school a culture of awareness, tolerance and full inclusion.

2.2.2 To set reasonable and suitable challenges for learning achievements and processes.

2.2.3 Responsible and accountable to the Governors for implementing this Accessibility Policy and all other matters relating to Health, Safety and Welfare within the establishment.

2.2.4 Responsible for ensuring that all new, amended or dated material regarding Accessibility and Disability is brought to the attention of the relevant personnel.

2.2.5 To ensure that agreed procedures for Accessibility and Disability functions efficiently and effectively.

2.2.6 To seek advice, when appropriate, from outside agencies that are able to offer expert opinions.

2.2.7 To monitor, ensure and inform the Governing Body that appropriate training has been or will be given to staff to enable them to teach, support and help pupils with Disabilities or Impairment with individuals and themselves.

2.2.8 To ensure that the Accessibility policy, its codes of practice and guidance notes are readily available for staff reference.

2.2.9 To ensure good communication relating to Accessibility and Disability matters within the school and with and within members of staff.

2.2.10 To make sure that every employee has clearly defined responsibilities in order to support Accessibility and Disability issues.

2.2.11 To challenge any negative attitudes toward disability and accessibility.

2.2.12 To help with the development of a culture of awareness, tolerance and inclusion.

2.3 School Staff/Employees must:

2.3.1 Take responsibilities under this policy to provide an environment where pupils with disabilities or impairments are looked after in a suitable manner.

2.3.2 Be given access to the School's Accessibility policy and are asked to make themselves familiar with all documents relating to it.

2.3.3 Be made aware that copies of the School's Accessibility policy will be available at all times in the Staff room, School office or/and Head's office.

2.3.4 Use and facilitate the networking settings available within the school.

2.3.5 Seek help and support when identified and/or required.

2.3.6 Finally, all employees should be made aware that they have a legal responsibility to cooperate with the employer and therefore the Head-teacher and/or delegated representative(s) so as to support legal requirements and obligations related to Accessibility and Disability matters and all elements and to take reasonable care for themselves and others who may be affected by their actions and/or omissions

All policies, plans and school documents should clearly reflect inclusive practice and procedure.

4. IMPORTANT CONTACTS AND INFORMATION.

BACP 0870 4435252 <http://www.bacp.co.uk>

BABCP 01254 875 277 <http://www.babcp.org.uk>

DDA Watch 0844 844 2990 <http://www.ddawatch.co.uk>

DfES Guidance 2002 "Accessible Schools: Planning to increase access to schools for disabled pupils". PDF Document Google, etc.

Disability Discrimination Act (1995) <http://www.legislation.gov.uk/ukpga/1995/50/contents>

Equality Act (2010) Guidance <https://www.gov.uk/government/publications/equality-act-guidance>

HSE Info Line 08701 545 500 <http://www.hse.gov.uk/contact>

NHS Direct 0845 4647 <http://www.nhsdirect.nhs.uk>

SENAD 01332 378 840 <http://senadgroup.com/policies/710-equality-act-accessibility-strategy>

SEN and Disability Act 2001(SENDA) <http://www.legislation.gov.uk/ukpga/2001/10/contents>

Teacher Support Line 0800 056 2561 <http://www.teachersupportinfo>

Review

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This policy will be enforced in a positive manner and reviewed annually