# The Rosary Catholic Primary School

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**ACCESSIBILITY POLICY & PLAN**



**Based on the values and principles of the UN Convention on the Rights of the Child.**

**2024 - 2025**

**“Jesus Christ, son of Mary, Son of God, is the centre of the Rosary community where we live, love and learn together”**

**Adopted: October 2023**

**Review: October 2024**

**THE ROSARY CATHOLIC PRIMARY SCHOOL**

**ACCESSIBILITY POLICY & PLAN**

*Our school is committed to the UN convention on the rights of the child. This policy reflects the following article;*

*Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

***“A new command I give you: Love one another. As I have loved you, so you must love one another.” John 13:34***

***As members of The Rosary Catholic Primary School we are in a privileged and unique position to live out the Gospel values and nurture the children who attend our school to understand and live out these values. It is also key to effective working relationships with colleagues and adults alike.* *Through our conduct we are intentional in equality of opportunity and respect for all and prophetic in our vision for every single individual created in God’s image.***

***This accessibility policy and plan are drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010 relating to disability. The Governing body is responsible for ensuring the implementation, review and reporting on the progress of the accessibility plan over a prescribed period.***

* We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
* The Rosary Catholic Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
* An accessibility plan will be produced to cover a three year period. The plan will be updated annually. The plan will contain relevant actions for the physical environment, curriculum and available information to all.

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education, as a result the Governing body has three key duties towards disabled pupils under part 4 of the DDA;

* Not to treat disabled pupils less favourably for reasons related to their disability
* To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
* To plan to increase accessibility to education for disabled pupils

According to the Act a disabled person is defined as ‘someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities’. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

The Disability Equality in Education (DEE) recommends that all pupils with SEND and those with long term medical needs should be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

However, we understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

School priorities include:

* To ensure that every child meets his or her potential in all areas of the curriculum through careful tracking and personalised learning;
* To continue to work to improve the indoor and outdoor learning environment;
* To ensure that all children are able to access the school learning environment & extra-curricular opportunities

In working to achieve all these and other school priorities, we recognise our disability equality duty and strive to ensure that there is complete inclusion for all children and adults with a disability.

**Strengths**

* The school Catholic ethos strongly supports equal rights for all people. Our school curriculum, based on values such as respect, tolerance, love, understanding and equality, underpins this.
* The school continually evaluates the environment to ensure accessible facilities for people with disabilities, e.g. by improving disabled access to school buildings and increasing disabled toilet facilities.
* Improvements to continually improve the outdoor learning resources have taken into account the needs of those with disabilities, e.g. we have ramps to our outdoor areas, paths are wide enough for wheelchair users, etc.

**Areas for development**

The main aims are to:

* Ensure pupils with specific disabilities are able to access all areas of the learning and school environment (see appendix 1 – accessibility plan)

# The General Duty

We recognise our general duty and 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
* Promote positive attitudes towards people with disabilities. This means treating them equally with respect, involving them and ensuring that they are well-represented.
* Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
* Make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

# How we will meet the General Duty & Specific Duty

The production of this policy and plan provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty. In developing the policy, we have:

* Involved disabled pupils, staff, parents and disabled members of the community who use school facilities, taken account of their views and made appropriate adjustments.
* Involved disabled pupils, staff, parents in developing the action plan, monitoring how the school carries out its duties and monitoring the progress of the action plan.

We undertake to:

* Take account of disabled persons’ disabilities, which at times may mean treating disabled people differently to other people;
* Ensure input from disabled pupils, staff and parents/carers e.g. we will continue our good practice of including pupils and parents/carers in review meetings, transition planning, etc.
* Encourage disabled pupils, staff and parents/carers to participate in public life, such as by involving them in the development and monitoring of this policy and action plan;
* Ensure that the Governing body proceedings are accessible to all. This includes ensuring that:
	+ there are clear links between parents and the governing body,
	+ that people are aware of how the Governing body contributes to the life of the school,
	+ that when the Governing body consults with parents/carers all people are included, and
	+ Encouraging disabled parents/carers/community members to become governors.
* Remove physical, curriculum and information barriers and make the school more accessible;
* Eliminate harassment and bullying through ensuring that everyone understands that our Anti-Bullying policy applies to all people;
* Ensure that teaching and learning meet the needs of all children and that positive attitudes, self-esteem and good motivation are fostered;
* Make reasonable adjustments for the needs of disabled people and monitor their effectiveness, e.g. teaching and learning, breaks, lunchtime, after school clubs and trips (out of school activities);
* Ensure that all staff members, including contracted catering and caretaking staff, are aware of disability issues, including harassment and bullying, and are aware of special requirements, such as those connected to food allergies;
* Ensure that all staff have a positive attitude towards disability and promote equality.

# Information, Performance and Evidence

The Rosary Catholic Primary School will gather information about its performance on disability equality regarding:

*Pupil Achievement*: Ongoing information is collected on the progress of all pupils as they move through the school. Monitoring of the progress of disabled pupils will be undertaken by the SENCO alongside the Assessment co-ordinator. We are aware that tracking of special educational needs pupils alone will not necessarily capture all those pupils who are disabled. Monitoring of pupil progress is completed by the Headteacher, subject co-ordinators, the Special Educational Needs Co-ordinator & Assistant (SENCo), class teachers and teaching assistants.

*Learning Opportunities:* Teachers should ensure that a suitably adapted curriculum meets the needs of all pupils, and that all pupils have equal learning opportunities. Equality of opportunity should be consistently referred to in all school policies. Planning and target setting is monitored by the Headteacher, supported by the Assessment co-ordinator and subject co-ordinators. Lesson monitoring should take account of the needs of all children. Specific note should be taken of disabled pupils to ensure equal learning opportunities.

*Admissions, Transitions, Exclusions*: No child is refused admission or transfer from another school on the basis of disability. Exclusions are rare, but should they occur, special note would be taken if disability were involved.

*Social Relationships*: Social relationships between all pupils are nurtured but the school should make a special effort to ensure that disabled pupils and non-disabled pupils interact well. This should be monitored on a daily basis by all those involved with disabled and non-disabled children, i.e. teachers, teaching assistants and lunchtime supervisors. Interventions should be made when necessary to encourage good relationships. The Headteacher/Deputy Headteacher records significant social and behavioural problems in accordance with school procedure.

**Accessibility Plan - Appendix 1**

In preparing the accessibility plan, disabled people, including pupils, parents and Governors were involved in highlighting specific areas. The plan considers the following three areas;

* **Improving the extent to which disabled pupils can participate in the wider school curriculum**
* **Improving the physical environment of the school to cater for specific needs**
* **Improving the delivery of information to disabled members of our community in a format most appropriate.**

***Improving the extent to which disabled pupils can participate in the wider school curriculum***

The school SEND policy outlines the process for identification, assessment, implementation and review of provision for pupils with disabilities and special educational needs. Working in collaboration with external agencies, the SENCO manages the statutory assessment process (Education, Health and Care plan – EHC) within school ensuring that additional resources are available where appropriate and necessary.

At The Rosary Catholic Primary School, we have a team of Learning mentors who provide support for pupils who present with social, emotional and mental health concerns to ensure full access to the curriculum.

The school works closely with a range of specialist services including;

* School Sensory Support – Hearing and Visual impairment teams
* Occupational Therapy and Physiotherapy teams
* Speech and Language Therapy
* Physical Difficulties Support Service (PDSS)
* Educational Psychology
* Pupil & School Support (PSS)
* Malachi Community Trust
* Traded Nurse services

***Improving the physical environment of the school to cater for specific needs***

This element of the plan covers all areas of the physical environment such as external areas, buildings, fixtures and fittings.

The on-going aim is to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by The Rosary Catholic Primary School.

***Improving the availability of accessible information for disabled pupils***

At The Rosary Catholic Primary School, we are aware of the services available to enable written information to be converted into alternative formats when specifically requested.

This policy will be reviewed annually & the plan every 3 years by the Governing Body.