

St Joseph the Worker Catholic Primary School



Accessibility Plan

Mission Statement

With Jesus

We learn,

We care,

We listen

We share

*so that He might be seen in the people that we are
and the things that we do.*

January 2025

Review: January 2027

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”. This plan is drawn up in accordance with this act.

Definition of Disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The definition can include a wide range of impairments, including hidden impairments such as:

- dyslexia
- autism
- speech and language impairments
- Attention Deficit Hyperactivity Disorder (ADHD)

An impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that will be considered.

An impairment affects normal day-to-day activity when it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk or physical danger

A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a *long-term* and *substantial* effect on a child's ability to do these things may amount to a disability.

Long-term: having lasted or being likely to last 12 months or more

Substantial: more than minor or trivial / having some substance

Progressive conditions within the DDA definitions:

pupils who have progressive conditions are included in the definition as soon as there is some effect on their ability to carry out normal day-to-day activities, and before there is a substantial effect.

people with cancer, multiple sclerosis and HIV infection are within the DDA definition as soon as they have the condition and before there is any affect on their ability to carry out normal day-to-day activities.

pupils with a severe disfigurement do not have to prove that their impairment has a substantial adverse effect on their ability to carry out day-to-day activities.

Disregard of treatments:

All treatments, except the use of spectacles are ignored. The effect of the impairment has to be considered as it would be without any medication or other treatment. A young person whose epilepsy is well controlled by drugs has to be considered as he would be if he were not having regular treatment.

Disability and Special Educational Needs:

Not all children who are defined as disabled will have SEN. Those with:

- severe asthma
- arthritis
- diabetes

may not have SEN but may have rights under the DDA

Some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may not have rights under the DDA.

Key Objective:

To ensure access to the curriculum and to full participation in the school community for staff, pupils and prospective pupils, with a disability.

Principles

The School recognises its duty under the Equality Act 2010 -not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services -not to treat disabled pupils less favourably -to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage -to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to above act.

The School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which The School will undertake to achieve the key objective (above).

Education & related activities

The School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The Headteacher will assess the needs of pupils and make sure that all secured allocated funding is used for the benefit of the pupils with those specific needs.

Physical environment

The School will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. The Leadership Team and Governors of the school will take appropriate advice when planning any alterations to the building to ensure that these issues are addressed.

Provision of information

The School will continue to make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Financial planning and control

The Headteacher and Senior Management Team, together with the Finance Committee, will review the financial implications of the School Accessibility Plan as part of the normal budget review process.