



# St. Catherine's Catholic School

## Accessibility Policy

<b>Policy agreed by</b>	Governing Body
<b>Policy reviewed by</b>	Doreen Cunningham
<b>Last review Date</b>	January 2017
<b>Review Cycle</b>	Every 3 years
<b>Next Review date</b>	January 2020

St Catherine's Catholic School  
Accessibility policy

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ST CATHERINE'S CATHOLIC SCHOOL  
MISSION STATEMENT

Life Faith Love Strength  
ST CATHERINE'S  
CATHOLIC  
SCHOOL  
aims to:

Be a vibrant, inclusive, Catholic community where there is mutual love, service and respect.

Offer opportunities to everyone on their unique journey to nurture their strengths and potential.

Encourage everyone to positively serve our society and the world by living our Gospel values.

Celebrate and empower women of the future.



Success Joy  
Belief Togetherness

## Check list

- Information will be collected on disability with regards to both pupils and staff. This information will be used to improve the provision of services.
- Student achievement will be monitored by disability, to identify any trends or patterns in the data that may require additional action.
- Disabled pupils will be encouraged to participate in school life, through representation in school events such as class assemblies and school council.
- Bullying and harassment of disabled pupils and staff will be monitored and this information used to make a difference.
- Disability will be portrayed positively in school books, displays and discussions in lessons and class assemblies.
- The school environment is as accessible as possible to pupils, staff and visitors to the school, within the constraints and limitations of the buildings.
- Information will be made available to parents, visitors, pupils, and staff in formats which are accessible. Everyone will be made aware of this.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

## The Disability Equality Duty (DED)

### Definition of disability

The Disability Discrimination Act 2005(DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities.’

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is ‘clinically well-recognised’, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### The Duty

The Disability Discrimination Act 2005 places a general duty on schools who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;

- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Taking steps to meet disabled people's need, even if this requires more favourable treatment.
- This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

## **The Disability Equality Duty (DED)**

### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, types of disability and satisfaction rates in all staff surveys etc,)

### **Additional implications for schools**

#### *The role of a school as a service provider*

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

#### *Contact with parents and carers*

When providing newsletters and information for parents and carers, schools should make this information available in accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

#### *Hiring transport*

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. But companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

#### *Election of parent governors*

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

### **Involvement and consultation**

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

St Catherine's Catholic School will be consulting with disabled pupils, staff and parents/carers in the development of our Disability Equality Scheme by:

Consultation with disabled pupils/ staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Questionnaires
- Evaluation forms

### **Making things happen**

In order to ensure that action is taken to meet the Disability Equality Duty, St Catherine's Catholic School is in the process of drawing up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan will be shaped following consultation with disabled people as outlined in the previous section.

### **Good Practice**

Examples on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
  - Increased awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
  - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
  - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
  - If a number of incidents have been prevalent within a particular year group, use circle time or assembly to address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
  - Use school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, displays and learning materials.
  - Celebrate and highlight key events such as the Paralympics, Mental Health Awareness Week
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

**Monitoring and reporting**

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revived.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head Teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into further practice.

For further information, please contact: Mrs D Cunningham Assistant Headteacher/SENCO