



## St. Wilfrid's Catholic School Equality and Accessibility Plan

### Definition

The Disability Discrimination Act defines a disabled person as 'someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'

### The General Duty

- To promote equality of opportunity
- To eliminate discrimination
- To eliminate harassment
- To promote positive attitudes
- To encourage participation
- To take steps to meet individual need

*Annual* Staff INSET reinforces the school's responsibilities in respect of the DDA, considerations of which are integral to the school improvement process. Key policies aim to eliminate harassment and increase access to the curriculum. Positive attitudes towards disabled people are fostered through the school's Christian mission and inclusive ethos. The participation of disabled students in the extra-curricular life of the school is monitored by Subject Leaders/SENCO. Individual students' needs are prioritised as part of the school's commitment to personalised learning which is stated explicitly in the Mission Statement.

### The Specific Duty

- 1. Increasing access for disabled students to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits:
  - INSET/CPD opportunities ensure that teachers and teaching assistants acquire the knowledge and skills necessary to teach and support disabled students;
  - TAs are deployed in a generic and/or subject specific capacity to support disabled students;
  - Classroom practice ensures that learning opportunities are personalised to meet individual needs (Quality First Teaching);
  - The Learning Support database allows staff access to comprehensive baseline data ;
  - SEND meetings ensure that interventions for disabled students are strategic and subject to rigorous monitoring, evaluation and review (Assess, Plan, Do and Review);
  - Access arrangements for disabled students are planned in advance of public examinations and key school examinations/assessments;
  - Attendance and exclusions of disabled students are monitored by Year Leaders/SENCO;
  - Disability access considerations are embedded in the SIP/DIPs and monitored as part of the school improvement process





**2. Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to help access education

- *New school opened May 2009* – the building complies with legislation in respect of disability access considerations; the Premises Manager is responsible for ensuring the integrity of the *physical* environment for disabled students
- The SENCO is responsible for co-ordinating access to physical aids as and when required. The needs of disabled students are prioritised

**3. Improving delivery of written information to disabled students.** Information published by the school takes account of students' disabilities, and students' and parents' preferred formats and be made available within a reasonable time frame.

- The quality of subject specific information, including text books and other resources, in relation to the needs of disabled students is the responsibility of the Subject Leader
- The quality of non subject specific information in relation to the needs of disabled students, for example the school prospectus, is the responsibility of the appropriate line manager
- Services available through the LA for converting written information into alternative formats are utilised on request

#### **How are disabled students identified?**

Students are identified on the SEND Register

#### **How are the needs and views of disabled students and their parents identified and sought?**

Individual needs and views are identified and sought as part of regular home/school liaison, at Annual Review and other parent consultations. The needs and views of disabled students and their parents at points of transition are accommodated via a rigorous transition process.

#### **How are disabled students and their parents involved in the preparation and implementation of the Equality and Accessibility Plan?**

The views of disabled students/parents are sought as part of regular home/school liaison as noted above. Their views are incorporated into the preparation and implementation of the Equality and Accessibility Plan which is kept under review.

*Karen Hardy AHT/SENCO*

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