

Saint Joseph's Catholic Primary Voluntary Academy.



Disability Equality Scheme & Disability Accessibility Plan for Pupils

September 2025

Disability Equality Scheme and Disability Accessibility Plan for Pupils

Date	Review Date	Coordinator	Nominated Governor
Sept 2025	July 2025	Mrs S Barnsley	Ms A Drake

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We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002 and Public Sector Equality Duty Guidance for Schools in England.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

In September 2014 a duty came into force for governing bodies to ensure arrangements are in place in school to support pupils with medical conditions. The guidance includes statutory and non-statutory advice under the Children and Families Act 2014. The statutory guidance applies to all maintained schools, academies and free schools. It is accepted fully and used alongside the Special Educational Needs and Disability Code of Practice published in 2015.

Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition will be denied admission or prevented from taking up a place because arrangements for their medical condition have not been made. The governing body will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities as any other child. (See Medical Needs Policy)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.


We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and

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excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, 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.

In response to the Access Audit undertaken by the Head Teacher we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:

Development area	Targets	Strategies	Outcome and by when
Delivery of the curriculum	To ensure curriculum accessible to all pupils	To provide different coloured backgrounds/ screens/ paper. To provide large print formats. ICT where appropriate. Ear defenders and visual/ sensory aids. Provide different teaching space if pupil has a disability which affects them being in the classroom. Request and provide extra time for examinations as appropriate. Reading or writing support as required, within given guidelines.	To be done immediately if a pupil has this need Provide small group support for specific children sometimes within the classroom and sometimes when withdrawn from the class SATs protocol adjusted to meet their need.
The physical environment of the school	School accessible to wheelchair users To ensure pupils / visitors / staff don't trip Ensure space for emergency vehicles. To ensure pupils who need calming space due to disability have a safe space. To ensure Reception area accessible for all. Alternative entrance for 'noise sensitive pupils'.	Parking spaces located close to the main entrance way (hatched area) No trip areas To provide emergency vehicles space To create a quiet room Wide enough for wheel chair access. Parent can avoid the crush or noise of a playground if necessary.	 WHEELCHAIR FRIENDLY

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Provision of information in other formats	To ensure information available to everyone.	Parents can request different formats, Information can also be provided in Polish.	When requested
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We wish to work closely with the pupils and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We, as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;

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- the responsibility endorse the key principles in the National Curriculum framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Head Teacher and the SENCo and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

The Head Teacher will:

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- oversee the implementation of the policy;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils.

Role of the SENCo

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Head Teacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

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Role of the Head Teacher / SENCo and Nominated Governor

- undertake a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;
- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualising what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising
- ensuring good lines of communication are in place with parents namely:
 - newsletters
 - school website
 - annual pupil reports
 - termly parent-teacher consultations
 - curriculum evenings
- Regular meetings with the SENCo for pupils with SEND
- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identifying the training needs of school personnel;
- bi-annually review this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of School Personnel

School personnel will:

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- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school mission statement;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year; □ reviewing the effectiveness of this policy with the SENCo

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school; □ support the school mission statement

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- communications with home such as newsletters and texts

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Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years (or when the need arises) by the SENDCo and the necessary recommendations for improvement will be made to the Governors.

Acting Head Teacher:	Mrs S Barnsley	Date:	September 2025
Governor responsible for SEND:	Ms A Drake	Date:	September 2025
SENCo	Mrs S Barnsley	Date:	September 2025