



*Archdiocese of Birmingham*

## **St Joseph's Catholic Primary School, Banbury**

### **Disability Access Policy**

St Joseph's Catholic Primary School is a fully inclusive school and our aims are to:

- Provide a curriculum which develops the individual's confidence, independence and full potential to maximise development intellectually, physically, socially, emotionally, morally and creatively.
- Provide positive experiences and a supportive environment to help children develop enquiring minds and become self-motivated lifelong learners;
- Work in partnership to develop understanding, respect and care for one another and the community in which we live.

St Joseph's Catholic Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

## **What do we understand by ‘disability’?**

‘Disability is a physical or mental impairment which has a substantial and long-term effect on a person’s ability to carry out normal day-to-day activities’ (DDA 1995 Part 1 Para. 1.1)

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

This Disability Access Policy sets out the ways in which St Joseph’s Catholic Primary School will meet its general and specific duties.

- **We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.**

St Joseph’s Catholic Primary School endorses the definition of inclusion that states:

- **Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.**

Our building is all on one level for easy access for all pupils with disabilities. Toilets and showering facilities are available and accessible to those with disabilities.

The school’s Special Educational Needs Co-Ordinator (SENCo) has great knowledge and experience of working with a range of special educational needs and disabilities. Our team of TAs are well-trained and are always deployed with the needs of children in mind. The school employs external support where appropriate and necessary and is also able to access support from the Local Authority and the SEND and BDS teams. Our school nurse works closely with us to advise on medical conditions and we also have a Family Support worker from the Father Hudson society, to support pupils and their families.

## **The General Duty**

By challenging any negative attitudes to disability we 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 that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life;
- take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

## **How we will meet the General Duty and Specific Duty**

This Disability Access Policy provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet this specific duty:

- The school will seek to improve how we gather information from people with a disability by consulting with parents and pupils to encourage disability disclosure;
- To comply with the DDA requirements we will consider in particular the educational opportunities and achievements of pupils and the recruitment, development and retention of disabled employees;
- Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.
- Information gathered should be used to prepare the new action points and to review annually the effectiveness of the actions taken;
- Information will be analysed to show how much progress has been made in relation to disability equality. Educational achievements and wider opportunities for pupils with disabilities will be monitored. Further opportunities to promote equality will be included in subsequent Action Plans.

## **Arrangements for publication**

- All staff and academy committee members will receive a copy of the Disability Access Policy;
- The scheme and its implications will be explained to staff via Inset and staff meetings;
- Communication of this scheme to pupils will be via assembly, PSHE programme, the School Council and the curriculum;
- Parents/carers will be informed of the scheme through the school newsletters. The full version of the scheme will be available to all parents via a paper copy from the school;
- Arrangements will be made to modify, enlarge and/or communicate this policy in other formats upon request.

Reviewed: April 2020

Review Date: April 2022

Head Teacher: Clare P Smith

Chair Of Academy Committee: Angela Briggs