



# St Edward's School

Unity - Achievement - Faith

## Accessibility Policy

**Reviewed and Approved by Business and Premises Committee**

**On: 24<sup>th</sup> November 2020**

**Reviewed and Ratified at the St. Edward's FGB**

**On: 10<sup>th</sup> December 2020**

**Next review date: Autumn 2023**

**SLT are responsible for oversight of this policy's implementation**

## **Mission Statement**

### **MAY WE BE ONE**

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

In respecting the needs of all, our accessibility policy sets out how St. Edward's school will promote the dignity of each of its members; and especially those who experience any form of disadvantage. We do this so that all may experience the love of God, who lives among us, calling us to unity; striving for a fairer world of justice, love and peace for all.

*This Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan which is to be reviewed annually.*

1. We are committed to providing an accessible environment which values and includes all pupils, staff, 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.

2. St Edward's regularly reviews the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

St Edward's aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **Contextual Information**

The school buildings and grounds are accessible for a child or adult in a wheelchair, with access ramps, and lifts installed.

### **The Current Range of Disabilities within St Edward's**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, cerebral palsy and serious medical conditions with related susceptibility to infections.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the Student Office and a record of use is noted.

Some children have allergies or food intolerances.

All medical information is collated and available to staff.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

This policy is to be read in conjunction with the Accessibility Plan, which is to be updated annually.

*This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.*