



Archdiocese of  
Birmingham



# St Thomas More

## Catholic Academy

### Disability (DDA) Equality Policy & Scheme, Public Sector Equality Duty & Accessibility Plan 2013-2017

**Date of Board of Academy Representatives approval:**

**Signed:** 

**Date:** November 2014

**Chair of the Academy Representatives**

**Date of policy review:** November 2017



All Saints Catholic Collegiate

In accordance with our Mission statement, at St Thomas More we strive to secure a shared vision for all associated with our school community. Fundamentally, we aspire to maintain a safe, happy and caring environment where *'excellent relationships between pupils, staff parents/ carers, support a caring community.'*

**St Thomas More Catholic Academy Mission Statement is:**

- A Catholic Christian Community with a mission to promote the truths and moral values taught by the Catholic Church.
- In fulfilling our mission, we will all do our best to ensure that:
- Christ is at the centre of our daily lives through prayer, work and worship.
- The Gospel values of love, justice, peace and forgiveness are seen in all that we do.
- Each member of our community is known and loved.
- Everyone in the School has the opportunity to develop their talents to the full.
- All students achieve their academic potential.
- We carry out our duty of service to others, both within, and outside our community

**All Saints Catholic Collegiate Mission Statement**

Our Academy ensures that Christ is at the centre of all that we do and that every member of our community is known, loved and respected.

Through the Gospel Values of love, reconciliation, justice and peace we recognise everyone as a Child of God.

We work together so that our pupils are supported to serve others and achieve their full potential in a caring, safe and secure environment.

**United in Faith, Love and Learning**

# Disability (DDA) Equality Policy

## 1. Introduction

1.1 This policy is set in the context of the school Mission Statement.

1.2 Background Information

### **Definition of disability**

The Disability Discrimination Act of 1995 (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 Disability Discrimination Act of 2005 has 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 and 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.

A long-term effect of impairment is one:

- Which has lasted more than 12 months;
- Where the total for which it lasts is likely to be at least 12 months; or which is likely to last for the rest of the life of the person affected;
- A learner might require some support for a short period of time

For example

- Mobility, getting around the school, getting to and from school, going on school visits.
- Physical co-ordination, washing or dressing, taking part in P.E or games.
- Manual dexterity: holding a pen or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball
- Ability to lift, carry or otherwise move everyday objects: carry a full school bag or other fairly heavy items.
- Going to the toilet or controlling the need to go to the toilet.
- Speech: communicating with others or understanding what others are saying. How they express themselves orally or in writing.
- Hearing; hearing what people say in person by use of auditory aids.
- Visual: ability to see clearly (with spectacles/contact lenses where necessary) including any visual presentations in the classroom.
- Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information.
- Perception of the risk of danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads.
- Difficulty caused by an underlying impairment or a condition.
- Impairment or condition lasting a year or more
- Impairment or condition ' more than minor or trivial'

1.3 We aim to enable all pupils including those with Additional Educational Needs, special Educational Needs and/or disabilities, ethnic and ethnic minorities to have access to a broad and balanced curriculum by making reasonable adjustments to ensure that no pupil is placed at a substantial disadvantage. Our school is committed to promoting equal opportunities for all pupils by making reasonable adjustments and removing barriers in all areas of school life.

In particular, the achievement and participation of pupils with disabilities will be monitored and we will use this information to raise standards and ensure inclusive teaching.

1.4 This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled pupils.

Duties in Part 4 of the DDA require the Local Governing Body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## **2. The Duty**

2.1 The Disability Discrimination Act of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- 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;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This general duty is also known as the Disability Equality Duty (DED).

2.2 A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle. This is the substance of the rest of this document.

2.3 We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over a period of three years in relation to access to the curriculum, access to information for both pupils and their parents and access to the school buildings, its facilities and amenities for all.

2.4 At St Thomas More Catholic Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.

### **2.5. Involvement of Disabled People in Developing the Scheme**

Invitations were first sent out to members of the school community in 2007 to be involved in the formulation of the scheme and this was followed by a questionnaire to all families. Staff also considered the reasonable adjustments which already existed within school to ensure that those with disabilities were catered for. This practice is continued on a regular basis resulting in an action group meeting on a yearly basis to review the three year plan.

2.6 Aspects of the Plan are monitored by the Committees of the Local Academy Body who have curriculum and health and safety responsibilities and the outcomes are reported through minutes at the Full Local Academy Committee meetings.

2.7 Pupils with SEN and/or a disability are involved and consulted through Pupil Passport and the setting of new targets. Parents of statemented pupils and Learning Support Practitioners are consulted regularly and particularly at Annual Reviews and at times of transition. Any adjustments which are required to the scheme are actioned and the person responsible for co-ordinating this is the SENCO. There is an SEN Local Governor.

Pupils will be consulted, particularly through the School Council on Disability Issues.

## 2.8 The Local Academy Body

Parents are well represented on the governing body which consults with parents/carers through direct letters, items within the weekly newsletter or by attendance at meetings with parents. Disability is not a bar to membership of the Governing Body where equality of opportunity is paramount.

## 2.9 School Facility Lettings

There are 8 disabled parking space are included on the car park. There are toilet facilities for the disabled in the main school and in the community area.

## 2.10 Contractors, Procurement and Catering

Staff employed through third parties are aware of school policies in relation to the treatment of pupils, including harassment and bullying. Catering staff are aware who has food allergies (wheat, sugar etc) and make necessary adjustments.

## 2.11. Equality and Inclusion

At St Thomas More Catholic Academy, we are committed to ensuring equality of opportunity for:

- pupils with disabilities in relation to education and associated services;
- staff with disabilities in relation to employment rights, conditions and opportunities;
- all parents and members of the local community with disabilities in relation to additional services offered by or at our school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

In particular, the achievement and participation of pupils and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

## 2.12 Reasonable Adjustments

We make reasonable adjustments in relation to teaching and learning and wider aspects of school life to make sure that the educational environment is as accessible as possible.

Inclusion is not about everyone working on the same learning objectives as every other child in the class; it is essential that teachers track forward and back in order to best meet the needs of all pupils. A variety of teaching styles and approaches, taking account of the way in which children learn is the sign of an inclusive teacher. Children with learning difficulties may benefit from tasks that are relatively closed and structured. Children who present behavioural difficulties may benefit

from opportunities for active and interactive learning, clear boundaries and the use of ICT. EAL children may benefit from visual approaches. More Able children will also benefit from reasonable adjustments and opportunities.

### 2.13 What do we do already?

- Work closely with LA Physiotherapy Service, Diabetic Nurse, School Nurse, Occupational Therapist, Visually Impaired Service, Hearing Impaired Service, Autism Outreach Team. SENSS.
- Staff are kept up to date via Pupil Passports giving information relating to identified learners needs.
- All staff are aware of training from outside agencies and INSET training is given. E.g. latest awareness relating to Hearing Impairment..
- Regular updates and training from VI and HI services
- SEN Register is kept up to date
- Include medical lists as part of data collection
- Ensure information regarding identified medical conditions as displayed in staffroom in order that all staff can access the relevant information.
- SENCO to collect information regarding identified learners in year 6 and communicate it effectively to staff at points of transition.
- Questionnaires given out at review day across both Key Stages requesting information about current provision of opportunities in school.
- To liaise with special schools ensuring any provision is tapped into.
- Arrangements for diabetics re blood sugar testing
- Training for all staff e.g. epilepsy, dyslexia
- Training for identified staff to support children with diabetes and anaphylaxis
- PSHE / SEAL curriculum
- Risk assessment re individual pupils with the involvement of parents
- Admissions policy statement
- Size of print adjustments to pupil needs
- Moving children closer to board or teacher where there are sight or sound enhancement
- Curriculum adjustments re attention spans by the introduction of physical activity
- Disabled access ramps in most areas
- Low access for wheelchair visitors to speak at Reception
- Large print prospectus and other documents available on request
- Use of coloured overlays for children they have been proven to be beneficial
- Coloured paper used for handouts instead of white for dyslexic children if appropriate
- Variation in learning styles and approaches to suit range of needs
- Adjustments for children who have worked out of the classroom for a period e.g. Beat Dyslexia
- Transference of what has been taught/learned in small language groups
- Change smart board background colour to benefit dyslexic pupils
- Writing frames
- Differentiate work for SEN children
- Make use of the Outreach Team for SEN children
- Specific exam arrangements for SEN children if need
- Books in school with positive images of children and adults with disability
- Procedure for children with behavioural problems attending school trips/residentials
- Procedures in place for children with medical problems attending residential trips
- Position in class for VI children near to whiteboard
- Access to private area for injections. Individual planned menu.
- Paired learning
- Short term employment from specialist tutors e.g. dyslexia assistants

We will continue to develop:

- Promoting positive images around the school in display information
- Improve disabled access ramps
- To continue to audit the school buildings to enable access and provide information to parents on request.

#### 2.14 Impact

Monitoring of impact and comments from members and visitors are encouraged and any improvements or adjustments where practicable are actioned. The Learning Mentor is able to give feedback on any issues whereby access or attitudes need to be challenged or where information needs to be given to children through the SEAL or PSHE curriculum.

2.15 Existing and new policies and practices have a raised awareness as a result of the scheme on the needs of disabled people.

2.16 The termly tracking of the School Improvement Plan will incorporate the monitoring of priorities within the plan. The outcomes will inform future plans or cause the adjustment of the existing plan as necessary. The evaluation of the School Improvement Plan is reported to the Local Academy Committee.

2.17 The Anti-Bullying policy has a very clear procedure to follow in any case of bullying, including incidents related to disability. Please see the policy for further details.

#### 2.18 Information, Performance and Evidence

Pupil Achievement – there is a whole school tracking system in place, which tracks individual progress and attainment on a termly basis. This data will be used to identify the progress of all disabled children that are identified on the inclusion register.

#### 2.19 Learning Opportunities

All children who have learning difficulties that have been identified as a Special Educational Need will be the subject of a written Pupil Passport (please see the SEN policy for the procedures in place for monitoring SEN progress and provision). At St Thomas More we offer a wide range of extracurricular activities which are accessible to all those who wish to take part, all children are actively encouraged to take part in at least one after school curricular activity. The attendance of these activities is closely monitored throughout the year.

#### 2.20 Admissions, Transitions, Exclusions (including SEBD)

The Accessibility plan and Disability Scheme Action Plan for 2013/14 to 2016/17 clearly outlines how the school is fulfilling its anticipatory duty in planning for the admission of pupils with disabilities.

#### 2.21 Social Relationships

At St Thomas More we will endeavour to sustain positive relationships between all pupils. We will ensure where possible that disabled pupils are represented in prominent positions within the school and playing an important role in the public life, such as members of the school council and taking an active role in school/class assemblies and masses.

Raising awareness and understanding of disabilities within the school community will also be a priority in order to promote positive relationships between all pupils.

Views on how disabled children feel about their social relationships within the school will be collected on an annual basis to monitor improvements and suggest further improvements.

## 2.22 Employing, promoting and training disabled staff

All staff are employed under equal opportunities. The school actively seeks every opportunity for disabled staff to further develop their career and be seen as a prominent person within the school.

## 3.1 Annual Reporting

The school will on an annual basis, publish a report containing a summary of:

- The steps it has taken to fulfil its disability equality duty (the action plan); what it has done over the past year to eliminate discrimination and promote equality of opportunity;
- The results of information-gathering it has carried out – what evidence has been obtained and what it indicates;
- What the school has done with the information gathered.

3.2 The school will revise the Disability Equality Scheme every three years. The revision will take into account the information gathered and what the information indicates as well as the areas to be focused on in the next three years.

3.3 The Disability Equality Scheme will be published as part of the school prospectus.



# Public Sector Equality Duty

St Thomas More Catholic Academy is bound by the public sector equality duty. The duty is a fundamental part of our strategic plan to advance equality of all stakeholders within the school community.

## **St Thomas More Catholic Academy supports the public sector equality duty to:**

- eliminate discrimination, harassment, victimisation and any other conduct that is deemed to be unacceptable
- advance equality of opportunity for vulnerable and disabled groups

## **We will:**

- publish information which shows compliance with the PSED and
- publish at least one equality objective on our website

At St Thomas More Catholic Academy we have **due regard to the need to eliminate unlawful discrimination and to advance equality of opportunity** for pupils, staff and others using school facilities.

We will achieve this through:

- Fulfil the commitments of our school and Academy Mission Statements; building a cohesive school community United in Faith, Love and Learning
- Promoting pupils' spiritual, moral, social and cultural development
- Secure and maintain excellent teaching, learning and assessment for all pupils
- 'Narrowing the gaps' in achievement between different groups and towards national standards
- Ensure pupils are free from bullying in all its manifestations including all types of prejudice-based bullying
- Deal with unacceptable behaviour and disruptions to learning
- Improving access to all our buildings and the training of staff for disabled students

# St Thomas More

Catholic Academy

## Accessibility Plan 2013-2017

## Action Plan for 2013-2017

Target	Strategy / Resources	Outcome	Who	Timescale	Monitoring & Evaluation
<p>Fulfil the commitments of our school and Academy Mission Statements; building a cohesive school community United in Faith, Love and Learning</p> <p>Promoting pupils' spiritual, moral, social and cultural development</p>	<ul style="list-style-type: none"> <li>Develop the role of the Lay Chaplain and Savio Centre</li> <li>Hold assemblies in school which celebrate the success of disabled persons</li> <li>Promote positive displays of disabled images around school</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are provided with pastoral care to support their spiritual, moral, social and cultural development</li> <li>Pupils see adults and young people with disabilities in a positive light and understand what they can do, rather than what they can't do</li> <li>Disabled adults/young people will feel included in the school system</li> </ul>	<p>TSh MBr AWo FWa Dwa JDo</p>	<p>Autumn 2014</p>	<p>Headteacher</p>
<p>Secure and maintain excellent teaching, learning and assessment for all pupils</p>	<ul style="list-style-type: none"> <li>Inset training by Paul Ginnis on Active Learning</li> <li>Training on differentiation</li> <li>AFL training</li> </ul>	<ul style="list-style-type: none"> <li>Staff will feel confident in their delivery of lessons; pupils' learning will be enjoyable and rapid</li> </ul>	<p>AWo Dwa</p>	<p>By July 2015</p>	<p>Headteacher</p>
<p>'Narrowing the gaps' in achievement between different groups and towards national standards through rigorous interrogation and investigation of data.</p>	<ul style="list-style-type: none"> <li>Raise awareness through staff training; set intervention plans and monitor successes</li> </ul>	<ul style="list-style-type: none"> <li>All pupils will be able to achieve their potential, thus increasing their life chances</li> </ul>	<p>AWo GHa</p>	<p>By July 2015</p>	<p>Headteacher</p>
<p>Ensure pupils are free from bullying in all its manifestations including all types of prejudice-based bullying</p>	<ul style="list-style-type: none"> <li>To ensure Anti-Bullying policy is known to all pupils</li> <li>Evaluation of type and No of incidents</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will understand that bullying will not be tolerated and will know what to do if it occur</li> </ul>	<p>AWo JSt Welfare Team</p>	<p>Every Autumn Term</p>	<p>Headteacher</p>

<p>Deal with unacceptable behaviour and disruptions to learning</p>	<ul style="list-style-type: none"> <li>• Creation of Assisi Centre within the school to reduce disruptive behaviour in classroom and reduce exclusions</li> <li>• Successful interventions for pupils with anger management</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils experience less negative interruption to learning within the lessons</li> <li>• School develops interventions which increase attendance and progress of individual pupils</li> </ul>	<p>AWo JHa Welfare Team</p>	<p>Summer 2015</p>	<p>Headteacher</p>
<p>Improving access to all our buildings for disabled students</p> <p>Improve Staff Training on DDA / Accessibility / E-Safety</p>	<ul style="list-style-type: none"> <li>• Carry out an audit of school buildings to identify improvements to disabled access; implement plan of improvements.</li> <li>• Improve Wheelchair access into restricted areas;</li> <li>• Research possibility / cost of lift to 3<sup>rd</sup> floor MFL block</li> <li>• Ensure all staff trained on DDA / Accessibility</li> <li>• SENCo to disseminate information on new Code of Practice to all teachers / SLT</li> <li>• Manual Handling training updated (Pat Bannister – LA SEND Services)</li> <li>• EVAC Training updated</li> <li>• E-Safety training to ensure the on-line safety of vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>• Plan developed and costings agreed (within budget restraints) by LARs, timescale agreed.</li> <li>• Incorporate into Fire Risk Assessment; communication and training of all staff</li> <li>• All staff understand the needs of Students with disabilities e.g. Wheelchair users.</li> </ul> <p>All staff fully understand their legal obligations as regards to pupils with Special Need / Vulnerable groups</p>	<p>AWo JDo</p>	<p>Spring 2015</p>	<p>Headteacher</p>