



St Anthony's School

Policy No. 12 ACCESSIBILITY AND DISABILITY

Jan 2018

St Anthony's School ACCESSIBILITY AND DISABILITY POLICY

Jan 2018

Contents	
Introduction.....	3
Curriculum, Teaching and Assessment	4
Admission, Attendance, Discipline and Exclusions	4
Attitudes and Environment	5
Monitoring and Evaluation	6
St Anthony's School - Accessibility Action Points.....	6
Other issues	6
Priorities for the Curriculum	6
Priorities for Buildings and Facilities	7

St Anthony's School ACCESSIBILITY AND DISABILITY POLICY

Jan 2018

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

St Anthony's School caters wholly for children who Social Emotional and Mental Health needs and we ensure that every child admitted to the school under its admission arrangements is provided with the individual support and access to education that enable their special educational needs to be met. The School ensures that all students have equal access to learning and other opportunities and to the facilities and provisions made within the School

This policy must be read in conjunction with other related school policies such as

- Admissions
- Behaviour
- Single Equality
- Curriculum
- Teaching and Learning

Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body.

The head teacher and the governing body are responsible for ensuring that the policy is communicated, implemented and monitored. The Governor for Health & Safety will monitor the Accessibility Plan.

All staff are responsible for dealing with any related incidents, and being able to recognise and tackle discrimination, bias and stereotyping.

Staff, governors and other stakeholders will be given the opportunity to discuss the implications of the policy and any training needed through participation in the equality issues which will look into impact of the policy, procedure and practice in any particular aspect of school development.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes equality of opportunity. Training is linked to priorities within the School Development Plan. Members of the governing body will also identify their own training needs in relation to equality.

All incidents regarding any type of discrimination, harassment or bias will be recorded using normal school processes and reported to the governing body by the head teacher on a termly basis.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum and the curriculum is continually developed to ensure that courses are relevant to all students. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity, gender, disability, sexual orientation, age or beliefs.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge discriminatory behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied. If discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment and progress is monitored across all subject areas for individual pupils. Underachievement is addressed with differentiated work, and where appropriate, with additional input by support staff both within the school and from outside agencies. Support is allocated and monitored by class tutors.

Achievement of all students is celebrated in a number of ways, including stickers, merits and points, certificates of merit, rewards and celebration assemblies, etc.

Extra-curricular activities are open to all our students.

Attitudes and Environment

In our school, we aim to tackle discrimination and promote equality of opportunity across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work, lesson planning and individual plans;
- actively tackling discrimination and promoting all aspects of equality in all aspects of school life;
- making clear to our pupils what constitutes aggressive and intolerant behaviour;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour; enabling pupils and staff to feel confident to challenge aggressive and discriminatory behaviour.

Parents, Governors and Community Partnership

We have a rolling programme of policy review. When policies are reviewed, governors ensure that due regard is given to the promotion of equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Teacher Association is encouraged.

Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process is monitored to ensure that there is no bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Monitoring and Evaluation

We make regular assessments of pupils' learning and behaviour and use this information to track pupils' progress as they move through the school. As part of this process, we monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

The purpose and direction of the school's plan: vision and values

To enable all pupils, staff, parents, carers and users of the school site to have equal access to the curriculum, activities and facilities that the school and partner schools provide. To ensure that the school meets its responsibilities and duties under the Disability Discrimination Act part 5, Health and Safety, Equal Opportunities.

St Anthony's School - Accessibility Action Points

Buildings and Facilities

During the past few years the School has developed plans to upgrade buildings and facilities to improve access for students, both to learning and to social and leisure facilities.

Teaching accommodation has been improved with classroom's being updated. All classrooms are large and spacious and fully accessible to all pupils and staff.

The school lacks a dedicated medical room. This means we don't have sickbay provisions for those times when pupils are unwell in an area which is properly staffed.

We have developed a room for weekly counselling sessions. We have a therapy room which is used by school staff and visiting professionals plus we have offices specifically to support communication and speech therapy work with students.

Other issues

St Anthony's school is committed to make adjustments in respect of students who have barriers to learning which can be overcome and has ensured that any planned maintenance recognises and incorporates this in the plans.

Priorities for the Curriculum

1. The continued review of courses and accreditation routes to maximise access for all students to learning and accreditation. Which will overcome potential barriers to learning and assessment for individuals and groups of pupils.
2. The development of Target Setting and data analysis to make further improvements to standards of achievement for students. This work is carried out in conjunction with other Kent special schools as part of the Kent Special Educational Needs Trust (KsENT)

St Anthony's School ACCESSIBILITY AND DISABILITY POLICY

Jan 2018

Priorities for Buildings and Facilities

1. Continued maintenance and refurbishment programme which incorporates the requirements of the DDA.
2. Provision of a dedicated medical room.
3. Develop a sensory learning facility to widen provision for students who would benefit from additional sensory learning opportunities.

Other building and facility developments (new reception area and new community reception for using sports facilities) will be developed with full DDA requirements met.

The building developments set out above are incorporated into the School Development Plan.

Document Title:	Accessibility and Disability
Version:	K-SENT Version 1
Prepared by:	Mr Robert Page
Governing Body Acceptance Date:	Ratified at the FGB on the
Date for Next Review:	
Link on School Website	