

## **St. John's Cathedral Catholic Primary School**

### **Disability Equality Scheme 2007-2010**

#### **Introduction**

St. John's Cathedral Catholic Primary school is committed to enabling all young people to achieve their full potential, academically, emotionally, physically and spiritually. In particular the school recognises its responsibility under the Disability Discrimination Act which prevents discrimination against disabled people in their access to education.

The Governing Body, therefore, recognises its duty:

- Not to discriminate against disabled students in their admissions or provision of educational services
- Not to treat disabled student less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan.

#### **The Disability Access Plan**

The plan aims to improve access to all aspects of education at St. John's Cathedral Catholic Primary School and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to look positively at ways in which existing difficulties can be overcome. In this way the school is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

- Improvements in access to the curriculum by:  
Providing for all pupils a curriculum which is appropriate to their needs.  
Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.

- Physical improvements to increase access to education and associated services by ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.  
Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.
- Improvements in the provision of information in a range of formats for disabled students by:  
Providing for students and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

### Improving access to the curriculum

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Short term	To plan the steps needed to make the curriculum and extra-curricular activities accessible to all pupils	To examine whether our current curriculum plans are inclusive for all pupils.	Revisions, as appropriate, made.	May 2008 to July 2008.	A curriculum that is inclusive for all students.
		To examine whether there is the need to extend the range of extra-curricular activities.	Opportunities available to students with disabilities.	September 2008 to December 2008.	A wider range of opportunities for students.
		To review the SEN Policy and Inclusion Policy.	New revised policies.	December 2008 and annual review.	More students gain access to the curriculum.
Medium term	To plan and implement improvements and adaptations to the curriculum and extra-curricular activities. Increase access to resources/premises.	To ensure all new developments comply with DDA.	Allow greater access for all students.	January 2009.	More students gain access to the curriculum.

		To reallocate existing accommodation to more appropriate use.	Improved SEN and Foundation Stage facilities.	July 2008 - September 2009.	More students gain access to the curriculum.
		To evaluate the number/role of TA staff to support students with disabilities.	Remodelling of the staffing structures.	Start September 2008 – Mar 2009.	More students gain access to the curriculum.
Long term	To review short and medium term targets in the light of new opportunities and legislation.	To review the new curriculum arrangements and make changes where appropriate.	Curriculum builds on previous experiences.	January 2009.	A more inclusive curriculum.
		To increase staff awareness of disabilities.	Wider range of teaching styles used (e.g. differentiation)	September 2009.	Improved confidence in staff for dealing with students with disabilities.

### Physical improvements to the environment

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short term	To ensure all projects and alterations are fully accessible to all pupils.	To discuss plans with council officers with reference to design and H& S requirements.	Building fully compliant with DDA; LA advice and funding.	From September 2008 to September 2010.	All development projects allow full access to pupils with as wide a range of disabilities.

	To examine whether there is the need to modify the existing building for greater access.	To take advice from council officers with reference to alterations and costings.	To include any suggestions in the Finance and Buildings Committee.	From September 2008 onwards.	Existing buildings adapted wherever possible.
Medium term	Future 'decoration' of building to cater for visually impaired students.	To take appropriate advice with reference to guidelines.	Improved classroom decoration.	From September 2008 onwards.	Greater accessibility and comfort for students with disabilities.
	To introduce ramps and handrails to existing buildings.	To conduct full audit of areas requiring ramps and handrails.	Improved access to areas for wheelchair users.	From April 2007 onwards.	Existing buildings adapted wherever possible.
Long term	To make the school fully accessible.	To look at the use of ramps, slopes and separate access for pedestrian and vehicular use. Disabled parking and ramp from car park.	Council officers with reference to design and H&S requirements.	Ongoing since 2000.	Full access gained to all areas of grounds and buildings.

### Improving provision of information

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Short term	To improve communication with disabled students/users.	To ensure the school website is clear, simple and easy to use.	Increased number of visits to website.	From September 2008 and under constant review.	Delivery of information to disabled students and parents.

	To liaise with Council specialist staff with reference to different formats of information.	To ensure parents and students have wider access to information.	Increased variety of information available.	From September 2008.	Delivery of information to disabled students improved.
Medium term	To consult with Disability Information Service about the best way to make information available to users.	To increase levels of awareness amongst staff responsible for information.	Increased variety of information available.	From September 2008.	Delivery of information to disabled students and parents improved.
Long term	To review progress made in short term and long term targets.	To plan for the next stage.	Wider understanding of issues involved.	From September 2010 (ongoing).	Improved delivery of information to disabled students.