



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

**Policy for Disability
and Accessibility**



Part of the Xavier Catholic Education Trust

St Charles Borromeo Mission Statement

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Policy for Disability and Accessibility

At St Charles Borromeo, in accordance with our Mission Statement, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We have high ambitions for our disabled pupils and expect them to participate in all aspects of school life. This policy should be read in conjunction with our Equality, SEN and Curriculum policies.

This school recognises that many of its pupils, visitors and staff, whether disabled, or otherwise, have individual needs when using the school and its facilities. However, we also recognise that for some pupils, the nature of their disabilities and or special educational needs may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that pupils with disabilities or with special educational needs are given access to the same standards of education as all other pupils

AIMS

In this school we:

- ensure that all pupils and staff are encouraged and able to achieve their full potential regardless of ability, gender, race and culture
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, irrespective of their disability, feels welcomed and valued

LEGAL OVERVIEW

Both schools and Local Authorities are required to plan for:

1. improving access to the physical environment of schools. This includes improvements to the environment of the school, which can include visual, acoustic and physical environments.
2. increasing access for disabled pupils in the curriculum. Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits.

3. improving the delivery of written information to disabled pupils. This covers planning to make written information normally provided by the school to its pupils available to disabled pupils. Information should take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timescale.

The responsible body of a school must take reasonable steps to ensure that disabled pupils and disabled prospective pupils are not placed at a substantial disadvantage in comparison with those who are not disabled. This duty is anticipatory i.e. schools cannot in general wait until a disabled pupil has arrived before making reasonable adjustments; this may be too late.

DISABILITY

The definition of a disability is found within Section 1 of the DDA 1995. A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

ST CHARLES BORROMEO'S APPROACH

In line with our aims, St.Charles Borromeo School would wish for all children to be able to achieve their full-potential; whether or not they are on the disability register.

Given the spectrum of disabilities, the unique needs of each individual with a disability and the continual improvement on offer for pupils with a disability, our approach is to seek to make reasonable adjustments to meet the needs of an individual pupil rather than proactively making adjustments which may be neither necessary nor beneficial for any future pupil with a disability.

Therefore:

- when the school is made aware that a pupil with a disability is seeking to apply for a place at St Charles School, or a current pupil is confirmed as having a disability, a risk assessment will be promptly undertaken

The risk assessment will be led by the Head teacher or Deputy-Head teacher, supported by the SEN-nominated Governor and other members of the Governing Body and teaching and support staff as appropriate. The risk assessment team will first seek to gain a good understanding from the child's parents and appropriate other bodies as to the child's individual needs. As St Charles' staff and Governors are not risk-assessment experts, skilled advice, on Health and Safety will be sought from the LA as appropriate.

In addition:

- an inclusive approach will be taken i.e. "what can be done" to facilitate the entry and successful education of the children into the school
- an assessment of adjustments required will then be documented and an assessment made of the feasibility; ascertaining as to whether these are both possible and as to whether they could be considered reasonable. This assessment will then be shared with the child's carers promptly
- if the pupil's application to the school is successful and the place is accepted, the school will seek to make the reasonable adjustments promptly; wherever possible ensuring the reasonable adjustments are made before the child starts at the school

New build projects will be mindful of the needs of pupils with disabilities as the plans are developed.

Any additional policies referred to can be viewed/downloaded from the school website (www.stcharlesb.surrey.sch.uk). All policies should be read in conjunction with central policies of Xavier CET which can be viewed/downloaded from xaviercet.org.uk

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