

# St Mary's RC Primary Academy Boston



## Disability and Accessibility Policy (Includes Public Sector Equality Duty)

Mission Statement

We love, we learn, we grow; walking with faith in the light of the Lord.

Date Adopted: February 2023  
Date of Review: February 2026

## **Rights Respecting Articles**

### **Article 3**

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children.

### **Article 23**

You have the right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.

### **Article 28**

All children have the right to a good primary education, which should be free.

## **Inclusion Statement**

St Mary's Academy is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of St Mary's Academy.

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children.

## **Definition of Disability**

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

Disability includes those with long term medical conditions or progressive conditions, those with a mental health condition, learning difficulty and/or disability, and those with cancer, MS and HIV/Aids. The term 'long term' refers to a disability which lasts longer than 12 months. Under the Equality Act 2010, an individual with a disability does not have to demonstrate that their impairment affects a particular capacity to carry out certain tasks.

This policy will be reviewed annually.

## Rationale

The school has specific duties in relation to dealing with disability discrimination and promoting equality of opportunity for disabled pupils. These duties are outlined in the Equality Act 2010. These duties extend to all 'Protected Characteristics' i.e. sex, race, disability, religion or belief and sexual orientation.

The three main elements of the Public Sector Equality Duty in the above act are:

1. Elimination of Discrimination.
2. Advancement of equality of opportunity between those who share a protected characteristic and those who do not.
3. The fostering of good relations across all characteristics.

Accessibility Planning will consider:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school.
- Improving the availability of accessible information to disabled pupils.

## Legislation and Guidance

- This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).
- The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- This policy complies with our funding agreement and articles of association.

## Staff and Governors have a responsibility to ensure that:

- The School produces an Accessibility Plan that is monitored annually. These documents will be available to Parent/Carers.
- All disabled pupils are able to participate in the school curriculum, as far as is possible.
- The school environment is such that disabled pupils can take advantage of the education offered and of associated services, as far as is possible.
- Information regarding disabilities in relation to both pupils and staff is obtained. Such information obtained will be used to improve the provision of services at St Mary's Academy.
- A differentiated curriculum is offered to enable all pupils to feel secure and make progress.
- Teaching Assistants receive necessary training to enable them to effectively support disabled pupils.
- Strong links are maintained with relevant support agencies.
- When appropriate, pupil achievement is monitored by disability to identify any trends or patterns that may require additional action.
- Disabled pupils will be encouraged to participate fully in school life, including representation at school events, assemblies and pupil voice.
- Any bullying or harassment of disabled pupils and/or staff is monitored, and necessary steps taken to eradicate such incidents.
- Steps are taken to ensure that disability is portrayed positively in school.
- When opportunities arise, the school partakes in events to raise awareness of disability.
- If information is required by parents, visitors, pupils and staff in formats which are more accessible to them, this will be made available upon request.
- Regular home: school liaison takes place with Parent/Carers of disabled pupils. Parent/Carers of pupils with disabilities will be provided with such information or resources as required to assist them in helping their child with their learning at home.
- Procedures for the election of Parent and Staff Governors are open to candidates and voters who are disabled.

## In particular, Staff and Governors will:

- Eliminate unlawful discrimination.
- Eliminate harassment of disabled people that is related to their disability.
- Promote equality of opportunity between disabled people who share protected characteristics, and also those who do not.
- Promote positive attitudes and relationships across all characteristics, between those who share a protected characteristic and those who do not.
- Encourage participation in public life by disabled people.
- Take steps to meet disabled people's needs.

## **Monitoring**

To meet the Equality Act, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities in relation to the Public Sector Equality Duty.

The following will be monitored:

- Achievement of pupils by disability.
- Where applicable, disabled staff will be consulted to include numbers, type of disability and satisfaction rates in staff surveys etc.
- Any reports of discrimination will be thoroughly investigated, and appropriate action taken to eliminate future issues.
- Opportunities for pupils with a disability to access all areas of the curriculum including extracurricular activities.
- Activities undertaken that promote good relationships between those who are disabled and those who are not.

## **Consultation**

Although it is not a requirement, the School proposes to continue to consult with disabled pupils, staff and those using the school environment, to ensure that the needs of such people are considered and taken into account.

Consultation may take the form of:

- Survey/Questionnaires
- Focus group
- Drop in sessions
- Networking

## **Action Plans**

The School will produce an Accessibility Plan in order to ensure that the necessary action is taken to meet the requirements of the Equality Act 2010.

The Action Plan will be monitored and reviewed by the Governors to ensure that action identified is being carried out to achieve the outcomes indicated. This will include assessing the impact of other school policies, procedures and practices of the school on disability equality.

The Plan will also be revised every three years.