



**St Peter & St Paul**  
Catholic Voluntary Academy  
*Pro Petro Paulo Patria*

Policy Document  
Status: Approved  
Confidentiality level: Public

# Accessibility Plan

*Policy Ref No. PA 02*

**'I have come that they may have life and have it to the full'**

John 10:10

### **The Ethos of St Peter and St Paul**

*"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith."*

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

### **The uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

### **The search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

### **The education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

### **The education of all**

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

### **Moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

### **Consequently, we still strive to ensure that:**

Any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils, issued by DCSF in July 2002.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils, with a disability.

## **Principles**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN Policy

The school recognises its duty under DDA (as amended by the SENDA):

Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

Not to treat disabled pupils less favourably

To take reasonable steps to avoid putting disabled pupils at substantial disadvantage

To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum

Setting suitable learning challenges

Responding to pupils' diverse learning needs

## **'I have come that they may have life and have it to the full'**

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Overcoming potential barriers to learning and assessment for individuals and groups of pupils

### **Activity**

This section outlines the main activities which the school undertakes and is planning to undertake, to achieve the key objectives (above).

#### **A. Education and related activities**

the school will continue to seek and follow the advice of LEA services, such as specialist teacher advisors and SEN inspectors/advisors and of appropriate health professionals from the local NHS Trusts.

#### **B. Physical Environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

#### **C. Provision of Information**

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

### **Action Plan**

See attached (Appendix 1)

### **Linked Policies**

This plan will contribute to the review and revision of related school policies e.g.

School development plan

Staff development plan

Building and site development plan

SEN Policy

Equal Opportunities Policy

Curriculum policies

Disability Non-Discrimination Policy

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## **Appendix 2**

Date of Plan: April 2009

Date of Review: Spring Term 2012

Member of staff responsible: .....

Governors(s)/Committee(s) responsible:.....

.....

This plan was drawn up by (a working group comprising):

.....

.....

.....

The following were consulted on the draft plan:

Parents date: .....

date: .....

date: .....

The plan was approved by the Governing Body on: .....

The plan is also available in the following formats on request to Mr Keogh (Headteacher)  
e.g. e-mail, enlarged print version etc.