



ST. ANTHONY'S SCHOOL
FOR BOYS

Disability Access Plan

Policy reviewed by Catherine Arslan

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Policy actioned from: September 2021 – August 2022

Next review date: June 2022

Reviewer's Signature: SA

Head Teacher's Signature: RPB

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to St. Anthony's School for Boys; 'parents' refers to parents, guardians and carers.

THREE YEAR PLAN FOR COMPLIANCE WITH SCHEDULE 10 OF THE EQUALITY ACT 2010

AIM

The aim of this plan is to set out how St. Anthony's School intends to increase the accessibility of its activities and facilities over the three-year period 2020-2023.

St. Anthony's School is committed to providing an inclusive environment for all pupils. It has high ambitions for all of its pupils and expects them to be able to participate in all the aspects of school life that they choose with an aim to each individual reaching their full potential.

The school will seek to identify and overcome barriers that prevent people with disabilities from accessing the facilities that the school has to offer.

DUTY UNDER THE ACT

The School recognises its duty under Schedule 10 of the Equality Act 2010 'Accessibility for disabled pupils'.

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school so far as it is able to do so
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled such as written information accessible in a range of different ways for disabled pupils.
- Not to discriminate against disabled people.
- Not to treat disabled pupils less favourably
- To take reasonable steps (adjustments) to avoid placing disabled pupils at a substantial disadvantage and to improve the developments in physical access to the education and other services
- To publish this Disability Access Plan

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

In deciding whether a step is reasonable, schools may take into account the need to maintain:

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The Health & Safety of the disabled pupils and the interests of others
- St. Anthony's School is committed to meeting the full requirements of the Act.

DEFINITION OF DISABILITY

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The Equality Act 2010 doesn't apply to [Northern Ireland](#).

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

There are special rules about [recurring or fluctuating conditions](#), eg arthritis.

Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

What isn't counted as a disability

There's [guidance on conditions that aren't covered by the disability definition](#), eg addiction to non-prescribed drugs or alcohol.

PLAN SCOPE

This plan sets out the school's proposals for increasing access to education for disabled pupils in the three main areas of:

- Increasing access to the school curriculum
- Improving access to the physical environment
- Improving the delivery to disabled pupils of information which is provided in writing for students who are not disabled pupils who are not disabled

ORGANISATION AND RESPONSIBILITIES

The Senior Leadership Team assumes responsibility for compliance with the 2010 Act and will seek advice and input from the SENCO, Premises Manager, the Alpha Plus Group Head Office team and others with expert knowledge of disability issues.

Responsibilities include:

- to review the school's policies and procedures and facilities to maximise accessibility to the school by those with additional needs
- to make recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, by preparing and reviewing this plan
- to monitor the implementation of this plan and to review as necessary and at least every 3 years
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AWARENESS

The School will aim's to ensure staff and students are made aware of disability, understand its effects and accept and support disabled pupils as a part of school life.

Appropriate staff INSET will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision as required.

Links with the school's Equal Opportunities, Safeguarding and SEND Policies will be reviewed in order to meet the requirements of the 2010 Act.

ASSESSMENT FOR ENTRY

The School asks all parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents will then receive a request for further detailed information about their child.

In assessing any pupil or prospective pupil the School may ask parents for any reports, assessments or advice from educational psychologists or medical experts as it deems appropriate.

The School will advise parents of the 'reasonable adjustments' that can be made, based upon the information given and advice received, to enable a prospective pupil to attend an open day or assessment or to take up a place offered at the School. The place and the effectiveness of the 'reasonable adjustments' will be reviewed by the School on an annual basis.

Where the School agrees to provide additional services, such as specialist teaching for dyslexia, parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service. Details of costs will be provided in writing.

INCLUSION

Children with learning difficulties or disabilities are fully integrated within the school as a whole. All staff are aware of which children receive support through communication from our SENCO and Individual Education plans and the atmosphere is one of understanding and encouragement.

- The DDA requirements are covered by the Disability Policy.
- The school promotes the inclusion of all pupils through effective and varied teaching and learning strategies, through differentiation in lessons, through schemes of work which recognise students' different levels of ability, and through assessment strategies which enable pupils' needs to be identified and supported in future teaching and learning strategies.

INCREASING ACCESS TO THE SCHOOL CURRICULUM

1.1 During this plan period the school will endeavour to gain sufficient knowledge of physical, medical and cognitive disability to gain a greater understanding of the major issues facing pupils with these conditions and practical methods of supporting them. As a result of existing experience of supporting pupils with educational support needs we find that they have a range of needs and that an individual programme of support needs to be prepared and reviewed on a regular basis.

- 1.2 The requirements of any pupil with additional needs admitted to the school will be discussed with appropriate staff and a programme of appropriate special provision will be made. In some cases the school may ask parents to pay for a learning support assistant approved by the school to support the delivery of the curriculum
- 1.3 Staff will be made aware of pupils with special educational needs or disabilities by the SENCO or the Senior Leadership Team.
- 1.4 Staff will need to adapt their teaching to the learning patterns of all pupils according to their abilities and necessary differentiation should be reflected in lesson planning.
- 1.5 Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as to not to place disabled pupils at a substantial disadvantage in accessing the curriculum.
- 1.6 The implementation of reasonable adjustments to classroom management should not prejudice the progress of other pupils nor their Health & Safety.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

- 2.1 St. Anthony’s School does not currently have disabled access to all areas of the site due to the physical space restraints to get lift access to the upper floors of both buildings. The dining hall in the Junior House, which was completed in 1996, is accessible to wheelchairs and has a disabled toilet. There is a disabled toilet on the lower ground floor of the Senior House.
- 2.2 St. Anthony’s School will continue to monitor accessibility issues and make further reasonable adjustments as necessary.

IMPROVING ACCESS TO INFORMATION

- 3.1 In disseminating information we will take account of disabilities, be they pupil or parents, and recognise that communication with a parent who is visually impaired may need to be by telephone rather than letter.
- 3.2 The school will seek to make reasonable adjustments so that information can be made available in an alternative format within a reasonable period should the school receive a request for such help, e.g. large print materials, use of the hearing loop, audio books, etc.