



Disability and Accessibility Plan

September 2024

Introduction

St Botolph's has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. At St Botolph's, we are committed to providing a fully inclusive and accessible environment for all pupils, staff, parents and visitors. St Botolph's was a purpose-built building, designed and built with Building Schools for the Future Funding in 2010 therefore the building generally meets accessibility criteria well. This plan sets out how we will meet the needs of disabled pupils, staff and visitors over the next three years.

Our Vision and Values

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. By working together, our pupils will enjoy a creative, innovative, exciting and challenging curriculum within a safe environment which will enrich and enhance every child's learning.

We aim to achieve our vision by:

- creating an ethos where everyone values and respects themselves and each other
- creating an inclusive environment which fosters a sense of belonging, creating adaptations and reasonable adjustments where necessary
- enabling our young people to fulfil their potential through high expectations, aspirations and learning opportunities which meet their individual learning needs
- the promotion of pupil voice where opinions are valued, encouraged and which can influence change
- providing all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Underpinning these aims are our school values:

At St Botolph's, we value

- Children and staff who make St Botolph's a welcoming, happy and forward-thinking school.
- The opportunity to develop immersive learning and exciting challenges in a vibrant environment.
- The opportunity to prepare our children for a rapidly changing world by making them independent learners.
- Critical thinkers, with global perspective and respect for others.
- A commitment to Christian values and secure relationships.
- Children who will nurture, support and empower each other.

Definitions

The definition of disability under the law is a wide one. A disabled person is someone who has a *physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities*.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Expectations

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

Key Aims

There are three areas where we aim to continue making improvements:

1. Increasing Access for disabled pupils to the school curriculum
This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
2. Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

This policy should be read in conjunction with:

- Behaviour Policy
- Curriculum Guidance
- Health and Safety Policy
- SEN Policy