

ST MICHAEL'S CATHOLIC GRAMMAR SCHOOL

DISABILITY EQUALITY SCHEME

At St Michael's, our Mission Statement commits us to love one another as Jesus loves us.

Since December 2006 the Disability Discrimination Act (DDA) 1995 has placed a duty on Schools to promote disability equality.

At St Michael's we understand our duty to promote disability equality actively.

The Act sets out what is known as the General Duty. This means that we have due regard to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons*

- ❖ The Governors approved our Disability Equality Scheme on 3rd November 2006.
- ❖ A consultation exercise is undertaken each year through Parent Questionnaires since 2007-8.
- ❖ A rolling programme of review of all School policies began in 2007-8 in the light of the new legislation.

April 2013

*The Duty to Promote Disability Equality: Statutory Code of Practice

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

St. Michael's is a selective Catholic grammar school for girls with boys in the Sixth Form. Although pupils with learning difficulties cannot usually access the curriculum of a selective school, the Governing Body recognises its commitment to meet the needs of:

- pupils with medical needs;
- physically disabled pupils;
- those with special emotional needs;
- the most able

who may require additional help for a short period or for the longer term in order to reach their full potential.

Access to the Curriculum

The school recognises the well established right of all pupils to share in its broad and balanced academic curriculum. This right is implicit in the Education Reform Act of 1988, the Special Educational Needs Code of Practice of 2001 and the Disability Rights Commission Code of Practice of 2002. The provision for those pupils with special educational needs must therefore be flexible enough to respond to the notion that any pupil may have special needs, at any time and for any length of time. All teachers are involved and support is provided within the context of the academic curriculum and not distanced from it. This is also enshrined in our policy with regards to subject choices at the end of Key Stage 3.

In order to further facilitate equality of access and achievement we have revised the KS4 curriculum in order to provide greater flexibility and choice. Support sessions are provided for Year 11 pupils. Equally, in the Sixth Form we are committed to provide as broad a choice of A level courses as possible; booster classes are also available to improve induction into some subjects.

It is the School's policy that all members of staff are responsible for identifying and meeting the special needs of pupils in their classes. The Form Teachers, the Assistant Heads and their deputies and the Deputy Head have particular responsibilities in this respect and outside agencies are involved where appropriate.

Access to the physical environment

The Buildings Committee of the Governing Body has drawn up a phased plan to adapt our accommodation as and when there is the opportunity to apply for grants. The newly acquired Convent (which connects with the Junior Building on 3 floors) accommodation contains a lift. The Conservatory classroom includes a wheelchair ramp which provides disabled access to the ground floor of the Grange. Wheelchair access is also available to the main school building as a portable ramp is available on request. The stepped pedestrian access to the main entrance gate has been replaced by a ramped access.

A Disability Access Plan was devised in 2001 which identified priorities for capital development.

1. All new projects should take account of how they can contribute to improved access for disabled visitors and students.
2. A list of priority projects was identified starting with the conversion of the visitors' lavatories in the main reception area to allow for use by disabled visitors and students. This was completed during the Autumn Term 2004. Portable ramps give access to the main entrance.

Access to alternative communication formats

On request the school is able to offer parents and pupils a translation of key items of information to enable comprehensive access to the curriculum. For example, we can provide British Sign Language facilities at parents' information evenings on request.