

“As unique individuals, we do our best at work and play for the love of God and others.”



St Benedict's Catholic Primary School

Accessibility Plan

Submitted to Governors: June 2020

Reviewed March 2022:

Reviewed March 2023

Next Review Date: March 2024

Contents

| | |
|---------------------------------------|---|
| 1. Aims | 3 |
| 2. Legislation and guidance..... | 3 |
| 3. Action plan | 4 |
| 4. Monitoring arrangements..... | 7 |
| 5. Links with other policies | 7 |
| Appendix 1: Accessibility audit | 8 |

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services

provided Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents and governors.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Equality Act 2010](#) and 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aims and objectives of this policy

To increase the extent to which disabled pupils can participate in the curriculum

To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- o Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- o Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- o Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Development Plan

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice | Aims | Actions to be taken | Person responsible | Date to complete actions | Success criteria |
|--|---|--|---|--------------------|---|------------------|
| Increase access to the curriculum for pupils with a disability | <i>Our school offers a differentiated curriculum for all pupils.</i> | To review the curriculum and ensure the curriculum is well sequenced and broad. | Drawing upon advice from professionals and from published schemes, improve the curriculum | SLT | Ongoing | |
| | <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> | To further embed the 'alternative provision' | Drawing upon advice from professionals improve practice; SLT/TAs and Teachers | SENDCo All | Ongoing Ongoing as needs are identified/ specialists give advice | |
| | <i>All pupils attend all the school trips including residential.</i> | Ensure that all school trips/ Activities are accessible by all. | Risk Assessments to ensure accessibility for all | Class teachers | Ongoing | |
| | <i>Curriculum resources are beginning to include examples of people with disabilities.</i> | To increase the number of resources which include examples of people with disabilities | | SENDCo | Ongoing | |

| | | | | | |
|---|--|---|--|--|--|
| | Ensure all staff have relevant training from external and internal professionals | SENDCo to research and purchase | SENDCo | | |
| <i>Curriculum progress is beginning to be tracked effectively for all pupils, including those with a disability</i> | To embed the use of B squared | SENDCo to continue to organize training for staff from relevant organisations. | SLT | | |
| <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> | | <p>A personalised curriculum is in place for pupils with complex needs. It is frequently reviewed and updated.</p> <p>Reception staff and SENDCO to liaise with nursery schools in the Spring terms to assess needs of the new cohort</p> | <p>Early Years Team</p> <p>Ongoing</p> | | |

| | | | | | | |
|--|---|--|---|---|---|--|
| <p>Improve and maintain access to the physical environment</p> | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <p><i>Ramps</i></p> <p><i>Corridor width</i></p> <p><i>Disabled parking bays</i></p> <p><i>Disabled toilets and changing facilities</i></p> <p><i>Library shelves at wheelchair-accessible height</i></p> | <p>School to install a hearing loop system to support pupils who are hearing impaired</p> <p>School to install ramps on hall door, and door between intervention area and KS2.</p> <p>School to ensure access to disabled toilet from the reception playground</p> | <p>School to investigate and install a hearing loop system</p> <p>School to purchase and install threshold bridges</p> <p>School to bid for LCVAP money to renovate the boiler room corridor to ensure it is accessible and safe.</p> | <p>Head</p> <p>Site Manager</p> <p>Head</p> | <p>Summer 2023</p> <p>Autumn 2022- awaiting</p> <p>Completed 2022</p> <p>Some items purchased</p> | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <p><i>Pictorial or symbolic representations</i></p> <p><i>Makaton signing</i></p> | <p>To ensure that all pupils can access the information shared.</p> | <p>School to invest in:</p> <p>Large print resources</p> <p>Braille resources</p> <p>Induction loops</p> <p>School to use sign language during performances where possible and raise awareness of disabilities</p> | <p>Head</p> | <p>Ongoing cost</p> | |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by resources committee and the Head Teacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy

- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | 1 | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |
| Internal signage | | | | |
| Emergency escape routes | | | | |