

“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

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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.

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	September 2020	
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	To further embed the 'alternative provision' which has been introduced for KS1 and introduce to KS2	Drawing upon advice from professionals improve practice; SLT/TAs and Teachers to visit other schools and receive training; Invite LA to conduct and SEND review.	SENDCo All SENDCo	July 2021 Academic year 20/21 & 2021/22 Academic year 20/21	
		Ensure that all school trips/ Activities are accessible by all.	Risk Assessments to ensure accessibility for all	Class teachers	Summer term 2020	
	<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	Summer Term 2021	

		Ensure all staff have relevant training from external and internal professionals	SENDCo to research and purchase	SENDCo	Summer Term 2021	
	<i>Curriculum progress is beginning to be tracked effectively for all pupils, including those with a disability</i>	To research and implement an assessment system which supports pupils who are below ARE.	SENDCo to continue to organize training for staff from relevant organisations.	SLT	Spring 2020	
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>		SENDCo to work with other schools, Down Syndrome Awareness Charity and CEAT to research and purchase During the Summer Term 2021, review the curriculum to ensure it is meeting the needs of all pupils and where necessary – tweak it. EY staff to liaise with nursery schools in the Spring terms to assess needs of the new cohort	Early Years Team		

<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> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>School to install a hearing loop system to support pupils who are hearing impaired</p>	<p>School to investigate and install a hearing loop system</p>	<p>Head</p>	<p>Summer 2021</p>	
		<p>School to install ramps on hall door, and door between intervention area and KS2.</p>	<p>School to purchase and install threshold bridges</p>	<p>Site Manager</p>	<p>Autumn 2020</p>	
		<p>School to ensure access to disabled toilet from the reception playground</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>Autumn 2022</p>	
		<p>To ensure access to playground and PE equipment</p>	<p>To research equipment that would support a pupil in a wheelchair to access outside provision and sport lessons</p>	<p>Head</p>	<p>Autumn 2022</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> <ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> • <i>Makaton signing</i> 	<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>Autumn 2022</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				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				