



Blessed John Duckett Catholic Primary



Accessibility Plan

Accessibility Plan

Blessed John Duckett School is a Catholic School and God's love is at the centre of our community.

We experience prayer and worship together, share and recognise pupils' understanding and deepening of the Christian faith.

By working together, we strive to meet the spiritual, pastoral and academic needs of our children and community.

We demonstrate our love by caring for God's world and the diverse people in it.

We aim for respect, fairness and justice in all we do.

Document Management:

Date Policy Approved:	June 2022
Date Amended:	
Next Review Date:	June 2025
Version:	1
Approving Body:	Standards Committee

Contents:

Aim of the Accessibility Plan

1. The Accessibility Audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

Aims of the Accessibility Plan

This Plan outlines how the School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the School will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the School will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities

- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Children with SEN need to access broad and balanced curriculum	Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	Head teacher / SENCO	Summer 2021	Training for medical equipment, intimate care policy and staff trained. Training from SALT/ASD/Cognition & Learning etc. Access to CPD & training with school EP Outreach support from EYFS Ongoing guidance from outside agencies e.g. SALT, OT.
Pupils with SEND require additional support in class	Intervention training for support staff	SENCO	As and when needs arise	Support staff able to work with increased knowledge and provide appropriate resources for pupils
Pupils have medical needs which requires intervention/medication	Staff trained to meet individual medical needs of pupils where applicable.	Head teacher	As and when needs arise	Staff completed training for specific needs. E.g. Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
EYFS children needing intimate care have inadequate facilities	Changing area to be established in school	HT/SENCO	Summer 2023	Adequate changing facilities for children in EYFS is established.
Small building with different flooring surfaces and equipment	Awareness of flooring, furniture and layout in planning for all pupils in particular those with additional needs.	HT	As and when needs arise	Maintain safe access around internal areas of school building
Some areas of school car park surface uneven and small carp makes parking (even in disabled bay) very tight	Quotes to be established for resurfacing. Discuss disabled access with H&S	HT	Summer 2023	Disabled access to school easily accessible and without any hazards

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Written information is not always accessible to parents in different formats	Provide written information in alternative formats. Upload fortnightly newsletter to Facebook and look into possibility of emailing to parents. Provide translated documents where appropriate. Improve availability of information for parents	SENCO, ICT manager	Summer 2023	All parent well informed of school communications.