

St. Edmund's Catholic Primary School

Accessibility Plan – 2016 to 2019

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Consideration, Care and Courtesy

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Edmund's Catholic Primary School the Plan will be monitored by the headteacher and evaluated by the Resources committee.

The current School Development Plan will be appended to this document.

At St Edmund's Catholic Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The St Edmund's Catholic Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) St Edmund's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes 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.

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4) The St Edmund's Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The St Edmund's Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

- Marking and Assessment Policy
- Behaviour Management Policy
- Curriculum Policy
- SEND Information Report
- SEND Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Staff Development Policy

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8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

3. Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

4. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment.

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Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5. Access Audit

St Edmund's Catholic Primary School is fully accessible and inclusive of all, including those with additional needs such as wheelchair requirements.

There are two disabled parking spaces in the car park closest to the entrance for the use of visitors. All curbs are dropped for wheelchair and pram access. There is a disabled toilet and shower room accessible to parents, visitors, staff and children where appropriate. The disabled toilet is fitted with handrails and an alarm. Each of the classroom exit doors are fitted with an appropriate ramp / exit.

Information is shared in our regular newsletter that is also displayed on our external notice board and in the main entrance foyer of the school. We have the teacher to parents texting service. School foyer and notice board has information sent through from the LEA and Local providers and some of this information is accessible to families with English as additional language. All of our relevant policies are available on our website. Displays throughout the school are accessible to all children and visitors as well as staff. Children throughout the school are taught using visual, audio and kinaesthetic aids where deemed necessary to push children's learning on and allow at least good progress to be made each academic year.

6. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

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Action Plan for Improving the Curriculum Access

Accessibility Plan 2016-2019			Area: Curriculum			
<u>Objective</u>	<u>Actions</u>	<u>Personnel Responsible</u>	<u>Resource Implications</u>	<u>Date</u>	<u>Success Criteria</u>	<u>Evaluation</u>
To review all statutory policies to ensure that they reflect inclusive practice and procedure around the curriculum.	Curriculum coordinators to ensure that their schemes of work comply with the Equality Act 2010.	All staff led by SLT.	N/A	Summer 2014.	Curriculum leaders SLT are aware of the implications of the Equality Act and their schemes of work comply.	All policies clearly reflect inclusive practice and procedure.
To increase confidence of staff in differentiating the curriculum.	Undertake audit of staff training needs on curriculum access.	SLT, SENCO	Funding to be allocated for specific training courses.	Autumn 2015.	Staff to attend appropriate training courses and share information with others.	SENCO aware of individual staff training needs.
All out-of- school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	SLT, SENCO		Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	

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Improving the Delivery of Information

Accessibility Plan 2016-2019			Area: Information			
<u>Objective</u>	<u>Actions</u>	<u>Personnel Responsible</u>	<u>Resources Implications</u>	<u>Date</u>	<u>Success Criteria</u>	<u>Evaluation</u>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	Headteacher	Cost of translation service	Ongoing	The school will be able to provide written information in different formats when required for individual purposes	
Parents aware of the SEN provision in school	SEN policy and SEN Information Report available to parents on website	Headteacher ICT Co-ordinator		June 2015	Parents to feel more informed about SEN issues.	SEN Information Report and Local offer available on website
SEN drop-in sessions for parents to develop parental awareness of SEN and to allow parents the opportunity to ask any questions.	Head and SENCO to be available to parents and to make all information accessible to all parents.	Headteacher SENCO	SENCO time	Spring 2016	Parents to feel more informed about SEN issues and feel comfortable to ask questions.	

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Improving the Physical Access

Accessibility Plan 2016-2019			Area: Building			
<u>Objective</u>	<u>Actions</u>	<u>Personnel Responsible</u>	<u>Resource Implications</u>	<u>Date</u>	<u>Success Criteria</u>	<u>Evaluation</u>
To improve provision for visually/physically impaired children around school by painting steps and ramps, making them clearly visible.	All steps and ramps to be painted to make them clearly visible to all.	Caretaker	Cost of resources- paints, brushes, time.	Summer 2014	All steps and ramps to be clearly visible throughout the school premises.	All Steps painted with high visibility paint to aid visually impaired children and visitors.
Improve accessibility to internal doors of KS1 classrooms for any children or visitor with movement difficulties or in a wheelchair.	Provide handrails for steps up to Y1 and Y2 classrooms. Provide portable ramp for steps up to Y1 and Y2 classrooms.	SLT Governors	£1500	Summer 2016	All areas of the school accessible for all staff, children and visitors regardless of mobility issues.	

This plan will be reviewed in September 2019