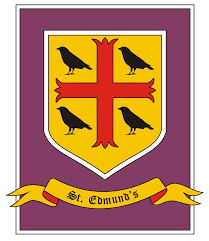
*St Edmund’s Catholic Primary School*

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*SEND Accessibility Plan 2025-28*

*Next review date: 2028*

*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.*
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 afterschool 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.*

1. *The St Edmund’s Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.*
2. *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.*
3. *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*

1. *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.*
2. *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.*
3. *The Accessibility Plan will be published on the school website.*
4. *The Accessibility Plan will be monitored through the Governor Resources Committee.*
5. *The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.*
6. *The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.*

*Aims and objectives*

*Our aims are:*

* *To increase access to the curriculum for pupils with a disability.*
* *To improve and maintain access to the physical environment.*
* *To improve the delivery of written information to pupils.*

*Objectives are detailed in the action plan below.*

*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. Whenever an issue arises, we strive to resolve it quickly and effectively to ensure our school remains as inclusive as possible.*

*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.*

*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.*

*Management, co-ordination and implementation*

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| *Name* | *Role* |
| *Mrs A Birmingham* | *Headteacher* |
| *Mr R Brearley* | *SENDCO* |
| *Sue Oates* | *Governor* |
| *TBC* | *Pastoral Lead* |
| *Mrs L Crook* | *Specialist Teacher* |

*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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| ***Accessibility Plan 2022-25*** | | | | | | | ***Area: Curriculum*** | | | |
| *Objectives* | | *Actions* | *Personnel* | | *Resource* | | *Date* | | *Success Criteria* | *Evaluation* |
| *To review all statutory policies to ensure that they reflect inclusive practice and procedure around the curriculum.* | | *Coordinate with SL to ensure that their progression documents and SOW comply with Equality Act (2010)* | *All staff led by SENDCO* | | *N/A* | | *On going* | | *SL are aware of the implications of the Act 2010 and the impact that has on their curriculum area.* |  |
| *To increase confidence of staff in differentiating the curriculum.* | | *Staff confidence questionnaire.*  *Book looks and observations.* | *SENDCO* | | *Funding for training as and when it arises* | | *Spring 2022* | | *Staff to attend appropriate training.*  *Staff to respond and act upon feedback.* |  |
| *To ensure IEPs are used effectively to support pupils access the full curriculum at their level through effective targeting and intervention.* | | *IEP staff meetings.*  *IEP reviews.*  *Intervention timetable.*  *Staff training.*  *Review meetings with parents.* | *SENDCO* | | *N/A* | | *On going throughout 2024-2025* | | *Staff to attend IEP update training.*  *Staff to evaluate and set new targets as they are achieved.*  *IEPS will be updated on a termly basis.*  *Meetings to be held between staff and parents.* |  |
| *All out-of- school activities are planned to ensure the participation of the whole range of pupils* | | *Review all out of school provision including after school clubs, trips and swimming.* | *SENDCO* | |  | | *On going* | | *All out of school activities will be inclusive and comply with all current legislation.* |  |
| ***Accessibility Plan 2022-25*** | | | | | | | | ***Area: Information*** | | |
| *Objectives* | *Actions* | | | *Personnel* | | *Resource* | | *Date* | *Success Criteria* | *Evaluation* |
| *Support with written information.* | *School to be aware of what services are available to support.*  *Support available for those parents at home with difficulty reading.*  *Letters available in different languages.* | | | *All staff* | | *Cost of translation service.*  *Cost of outside agencies (when applicable)* | | *On going* | *Written information will be provided in different formats.* |  |
| *Parents aware of the SEN provision in school.* | *Updating all SEN policies*  *Reports/policies available on the school website.*  *Regular IEP meetings between teachers and Parents.* | | | *SENDCO*  *Teachers.* | | *Time* | | *End of Spring term 25* | *All reports have been finalised and on the website.* |  |
| *Drop in sessions for all SEN parents.* | *Head Teacher and SENDCO to be available to support parents if they have any questions or concerns.* | | | *Head and SENDCO* | | *Time* | | *On going* | *Parents will feel more informed about SEN issues.* |  |

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| ***Accessibility Plan 2022-25*** | | | | ***Area: Building*** | | |
| *Objectives* | *Actions* | *Personnel* | *Resource* | *Date* | *Success Criteria* | *Evaluation* |
| *New staff to be made aware of accessibility provision in place.* | *Staff made aware of all access points, disabled toilets and ramps.* | *All staff* | *Time* | *Spring 22* | *Staff to be aware of all easy access routes.* |  |
| *Ensure continuity of inclusive access during and post building work* | *SLT to check rooms once decorated to ensure provisions are still in place.* | *SLT* | *Time* | *On going* | *Easy access to and from classrooms.* |  |