

Accessibility plan 2021-24



Approved by:

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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.

Our Mission Statement:

We strive to give all children in our care the best education possible, firmly underpinned by our Christian values and Catholic ethos. We endeavour to meet the specific needs of all our pupils.

We will work to overcome potential barriers to learning in all aspects of school life.

Definition of Special Educational Needs and Disabilities: (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school

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 parents, staff and governors of the school.

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 [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.

This policy complies with our funding agreement and articles of association.

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 <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|--|---|---|---|-----------------------------|---|
| <p>Increase access to the curriculum for pupils with additional needs</p> | <ul style="list-style-type: none"> Quality first teaching ensures that all children make strong progress. Academic progress is closely tracked for all pupils. Needs are identified early and outside agency support sourced and acted upon. Smart targets are set half-termly on individual learning plans. The school uses Chrome books, tablets, a range of apps, online platforms, sound buttons and Widgets to support learning. Children with SEMH needs have access to specialised support such as a safe space attunement and validation strategies; and a daily lunch club. | <p>To ensure that teachers set appropriate learning plan targets that secure progress for the child</p> | <p>SENCO to continue with coaching sessions for teachers to set up provision for their pupils with SEND</p> | <p>SENCO</p> | <p>Jan 2022</p> | <p>Children with SEND make strong progress.</p> |
| | | <p>To provide children with social /emotional and mental health needs further strategies for emotional regulation</p> | <p>Purchase and set up access to the online Boxall profile to measure SEMH progress</p> | <p>SENCO</p> | <p>May 2022</p> | <p>Children with SEMH difficulties make better progress as a result of better access to strategies that help them to regulate their emotions.</p> |
| | | <p>To develop a calm sensory area outside the Reception class</p> | <p>Get quotes for work Apply for 'accessibility funding' from LA as needed</p> | <p>SENCO</p> | <p>Sep 2023</p> | <p>Children with SEND experience a range of extra-curriculum opportunities.</p> |
| <p>To ensure that pupils with SEND have full access to extra curriculum opportunities</p> | <p>Monitor and analyse attendance at clubs and extracurricular opportunities</p> | <p>SENCO</p> | <p>March 2022</p> | <p>Children with SEND experience a range of extra-curriculum opportunities.</p> | | |

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|---|---|--|---|---------------------------|--------------------------------|---|
| <p>Improve and maintain access to the physical environment</p> | <ul style="list-style-type: none"> ● The environment is fully adapted to meet the needs of pupils with mobility difficulties. This includes: <ul style="list-style-type: none"> ○ Stair lifts ○ Elevator ○ Corridor width in most areas ○ Disabled parking bay this could be better placed within the car park ○ Disabled toilets and changing facilities ○ Library shelves at wheelchair-accessible height ○ Access to playing field ○ Handrail in disabled toilet | <p>To ensure that child with hearing impairment has the best possible chance of accessing learning</p> <p>To ensure that pupils with visual impairments are able to safely enter and egress the premises</p> | <p>Apply for funding for a class Soundfield System</p> <p>Create individual access plans and Personal Emergency Evacuation plans as needed</p> <p>Work with professionals to develop the safety of the building as required</p> | <p>SENCO</p> <p>SENCO</p> | <p>Dec 2022</p> <p>Ongoing</p> | <p>Child with hearing impairment is able to fully access learning.</p> <p>The school is accessible to pupils with visual impairments.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <ul style="list-style-type: none"> ● Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> ○ Internal signage ○ Large print resources ○ Breaking down information into smaller chunks ○ Pictorial or symbolic representations ○ Sound buttons. | <p>To ensure that pupils with SEND can access assemblies and religious events and that resources are supported with images and not overly cluttered</p> | <p>Work with Fr. Colin to improve access to Mass and liturgy for pupils</p> | <p>SENCO</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 shared with the local governing body.

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
- Behaviour Policy
- Assessment Policy