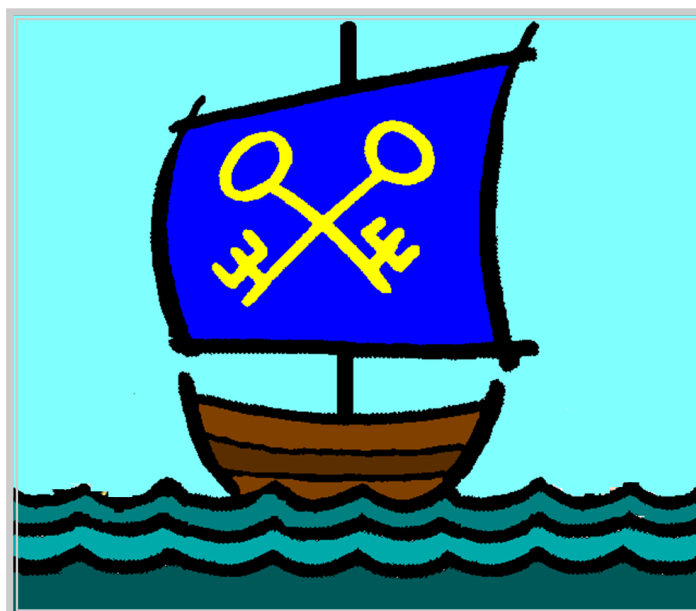


# St Peter's Catholic Primary School



## Accessibility Plan 2021 - 2024

Approved by Governors: March 2021

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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 states that we have Christ at the centre of all that we do and our mission is to love and be loved. We intend to help children to understand the world in which they live. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extra-curricular activities and the full life of the school.

We embrace the individuality of our pupils and aim to meet the needs of all children at this school so that they benefit as fully as possible from the education they receive and fulfill their individual potential. All teachers share these responsibilities. We aim to tackle as many barriers to learning as possible for all pupils. Where pupils are disadvantaged, staff are able to undertake specialist training, e.g. Autism, Dyslexia, Dyspraxia, Aspergers, ADHD, physical disability, hearing and visual impairment.

This 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.

We have strong links with the Local Authority's (West Sussex County Council) services such as Educational Psychology Service, Learning Behaviour Advisory Teachers, Social Communication Advisory Teachers, Family Link Workers, School Nurse, Multi Agency Safeguarding Hub. We make full use of systems such as Early Help Plans (EHPs) and Team around the Family (TAF) to support vulnerable pupils. We use the services of YourSpace Therapies and a school counsellor comes in once a week to support the emotional needs of pupils as appropriate.

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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim 1 : To increase the extent to which disabled pupils can participate in the curriculum.</b>				
<b>Targets</b>	<b>Actions</b>	<b>Lead</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Increase access to the curriculum for pupils with a disability.	Review the effectiveness of ILP's, interventions etc. Review the use of Teaching Assistants ensuring that 1:1 children receive adequate levels of support. Monitoring of Quality First Teaching to address needs.	SENCO	Ongoing	All pupils identified and their needs met to enable pupils to access as much of the curriculum as they can.
To ensure that children with disabilities are able to participate in Collective Worship.	Seating arrangements will be considered. Space for wheelchairs will be made available. Visual timetables to be visible. Children with 1:1 will be supported by their TA.	Teachers TAs SENCO Headteacher	Ongoing	Collective Worship will be accessible and engaging to all children at the school at all times.
Training for staff on increasing access to the curriculum for all pupils	Epipen training Asthma training Intimate Care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support Team Access to courses, CPD Liaison with local special school as appropriate Ongoing guidance from specialists with respect to individual children's needs, moving and handling, continence, physiotherapy etc.	SENCO Heads PA School Nurse	Ongoing	Increased access to the curriculum. Needs of all learners met.  Maintain records of staff trained
All out of school activities and after school clubs are planned to ensure reasonable	Risk assessments undertaken as appropriate. Liaison with outside providers to ensure compliance with legal requirements and that children are able to fully	SENCO Heads PA	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

<b>Aim 1 : To increase the extent to which disabled pupils can participate in the curriculum.</b>				
<b>Targets</b>	<b>Actions</b>	<b>Lead</b>	<b>Timeframe</b>	<b>Success Criteria</b>
adjustments are made to enable the participation of all pupils	participate.			
Improve educational experiences for visually hearing impaired pupils	Seating arrangements will be considered. Verbal communications supported by visuals. Consult Sensory Support team Use of magnifiers/braille keyboards/enlarged reading materials etc as required based on identified needs	SENCO	Ongoing	Teaching aids more easily seen and learning experiences of pupils enhanced
Improve educational experiences for hearing impaired pupils	Consult Hearing Impairment team Daily maintenance and use of radio aids when required. Training of staff in the use of radio aids; hearing aids etc Consider hearing loops if recommended	SENCO	Ongoing	Staff know how to maintain and operate hearing technology and learning experiences of pupils enhanced.
To gain feedback from parents/carers and pupils to inform future priorities	Questionnaire / consultation with parents/carers of pupils with SEND Discussion with SEN children	SENCO	Ongoing	Feedback used to inform future priorities and school improvement.

<b>Aim 2 : To improve the physical environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided</b>				
<b>Targets</b>	<b>Actions</b>	<b>Lead</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Improve and maintain access to the physical environment	Review of the school's accessibility. Review individual pupil's specific needs and ensure the school is meeting needs.	SENCO	Ongoing	All areas of the school are accessible to all pupils and staff.
To improve the quality of provision for children with	Ensure that classrooms are suitable for individual	SENCO	Ongoing	The school experience for children with specific needs will

**Aim 2 : To improve the physical environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided**

<b>Targets</b>	<b>Actions</b>	<b>Lead</b>	<b>Timeframe</b>	<b>Success Criteria</b>
specific needs	children.	Teachers		be enhanced.
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	SENCO Premises Officer	Ongoing	School will be fully accessible for wheelchair users.
Access into and around the school and reception to be fully compliant	Disabled parking available in school car park Wide doors and corridors Clear route through school Lift to access first floor	SENCO Premises Officer	Ongoing	School will be fully accessible for wheelchair users.

**Aim 3 : Improve the availability of accessible information to disabled pupils**

<b>Targets</b>	<b>Actions</b>	<b>Lead</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Improve accessibility of information for parents	Improved website to enable better content to meet all parents' queries. Communication section of the website to be used to send information to parents. Weekly newsletter emailed to parents and available on the website. Better sharing and communication of information required by parents	Head's PA Headteacher Teachers SENCO	Ongoing	All parents/carers will be up to date and well informed .
Availability of written materials in alternative formats	Staff and parents to be aware of services available for requesting information in alternative formats where necessary. Provide translated documents where appropriate.	Head's PA Headteacher SENCO	Ongoing	Information will be available in alternative formats on request if needed.

## **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 the 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 and Disability (SEND) information report
- Supporting Pupils with Medical Conditions policy
- Intimate Care policy

