

St. John's Catholic Primary School



Accessibility Plan

2022

“I am the vine, you are the branches”

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Statement of intent

This plan outlines how St John's Catholic Primary 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 Equality 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

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

When conducting the audit, the governing board 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 findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

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.

St. John's Catholic Primary School is committed to and has high ambitions for all its pupils, responding to their diverse needs and expecting them to participate and achieve in every aspect of school life.

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: pupils, parents, staff, governors and outside agencies.

Main Priorities

Increase access to the curriculum for pupils with a disability

- To offer a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- Continuing to encourage high expectations among staff and pupils.
- Linking provision to the School Development Plan where appropriate.
- Investigating and further utilising staff/governor/parent expertise.
- Developing and increasing curriculum opportunities to become more inclusive to meet the needs of all pupils.
- Using specialist agencies to investigate and extend opportunities.
- Extending training for Teaching Assistants.
- Encouraging peer support.
- Liaising with partner secondary schools/nursery/pre-school, in anticipation of the admission or transfer arrangements.
- Sharing information with families, by newsletter, text message, email, school website.
- All staff made aware of details of individual needs and disabilities in order to arrange physical learning environments and differentiated materials as appropriate.

Improve and maintain access to the physical environment

- The school will continue to regularly re-examine the school buildings evaluate the existing provision and its systems.
- The environment is adapted to the needs of pupils as required. This includes; ramps at all main entry points, appropriate corridor and doorway width, a disabled parking bay, a disabled toilet with changing facilities, library shelves at wheelchair-accessible height.
- Current aspects of Inclusion and SEND which include one-to-one support for pupils, when required, time out with groups or agreed time out of school with professional agencies, will be continued and extended where appropriate.

Improve the delivery of information to pupils with a disability

- Our school uses a range of communication methods to ensure information is accessible. This includes; internal signage, large print resources from the sensory inclusion team, pictorial or symbolic representations.
- Where appropriate, other methods of providing written information will be sourced including, if required, coloured paper / overlay, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from a Teaching Assistant.
- The seating position for pupils with impaired vision and hearing will continue to be managed to benefit the individuals.

Management, co-ordination and implementation

- The Senior Leadership Team will liaise with Class Teachers and TAs to re-evaluate the extent of provision required, both generally and for individual pupils.
- Staff meetings will be used for regular review and update.
- The Head will review strengths and weaknesses of systems used in school.
- EYFS and Key Stage Class Teachers will liaise with partner nursery/secondary schools to identify pupils' needs in advance of their admission to primary school or transition to secondary.
- Inclusion opportunities in clubs will be carefully monitored.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It is approved by the governing body of St. John's Catholic Primary School and the Headteacher.

February 2023