



## St Charles' Catholic Primary School



*'Together we follow in Jesus' footsteps in our living and learning'*

Policy Title: <b>Accessibility Plan 2022-2025</b>
Date of approval: October 2022
Approved by: <b>Local Governing Committee</b>
Date of next review: October 2025

### **Introduction**

An Accessibility Plan must show how school access is to be improved for pupils, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils with a disability that they have:

- total access to our environment, curriculum and information
- full participation in the school community.

## **Principles**

- Compliance with the Equality Act is consistent with our setting aims, equality information and objectives and SEND policy and information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## **Increasing Access for disabled pupils to the school curriculum**

- Our bespoke curriculum is accessible for all pupils. It is ambitious for all learners. Every child has access to a broad and balanced curriculum.
- The school uses the Education Endowment Foundation (EEF) '5-a-day' approach to quality first teaching to support all pupils access the curriculum, including children with additional needs.
- Scaffolds, flexible grouping, Rosenshine principles make curriculum subjects accessible for all.
- The school offers a wide range of extra-curricular activities and can support children with additional needs or disability access those clubs.
- Trips and visits are planned to ensure that every child can access an equal offer across the school.

### **Improving access to the physical environment of the school**

- The school is all on one level with access from the car park.
- The school is painted neutral colours with clear signage.
- The school will consider the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

- The school will work with the LA and external agencies to ensure they are following the advice of professionals e.g. coloured exercise books for pupils with dyslexia, large print for worksheets, use of blue pen on whiteboards rather than black.
- St Charles' staff will make themselves aware of how to find out about local services that may be of use to a disabled child they are teaching.

### **Financial Planning and control**

The headteacher and SLT will review the financial implications of the Accessibility Plan as part of the normal budget review process.

## Accessibility Action Plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability.	Our school offers a bespoke, broad and balanced curriculum for all pupils.	Continue to review the current curriculum offer to ensure that it meets the needs of all pupils including those with a disability.	SENDCo to be involved in SEND reviews.  Subject leaders to ensure all pupils can access that curriculum area.	SENDCo	Termly Learning Plans	All pupils with a disability are able to access a broad and balanced curriculum is reviewed regularly to ensure it meets the needs of all pupils.
	We use resources tailored to the needs of pupils who require support to access the whole curriculum. This includes specialised equipment/resources for pupils with a visual	To ensure that the curriculum is adapted to meet the needs of each individual pupil including those with a disability	All subject leads to review, identify and address the needs of the current SEND cohorts in order to inform their curriculum	All staff	Following Monitoring Timetable  Weekly Planning	All pupils access a broad and balanced curriculum.

	impairment or communication barriers. Curriculum resources include examples of people with disabilities.	using the EEF '5-a-day' approach.	subject planning and monitoring.		and resources	Pupils are aware of those with a disability and know we are all equal.
	We work in partnership with the SEND service at the Local Authority to ensure that provision within school meets the needs of individual children with disabilities. We work closely with a private Educational Psychologist to ensure that barriers to learning are identified and addressed to ensure that each individual child can access the curriculum.	To work closely with outside agencies to ensure that pupils receive the adaptations and provision they require to access the curriculum.	Continue to review each individual pupil on a termly basis with the class teacher, SENDCo (and Educational Psychologist where necessary). Meet regularly with outside agencies and identify any provisions or adaptations that need to be in place.	All staff	Ongoing	Outside agencies support staff to ensure provision meets the needs of all pupils.

	Curriculum progress is tracked for all pupils, including those with a disability.	Continue to assess attainment and progress.	Teachers use Sir Charles Parsons SEND Assessment systems and procedures to plan and assess for pupils with an EHCP.	Class Teachers  SENDCo	Annual EHCPs	Proformas and assessments are used effectively. Staff have a good knowledge of each individual pupils' needs and the curriculum is adapted to ensure that pupils are able to access it.
--	---	---	---	------------------------------	--------------	---

	<p>Targets in pupil learning plans are set effectively and are achievable and are appropriate for pupils with additional needs.</p>	<p>To ensure that a pupil with a disability has a seamless transition into school.</p>	<p>Ensure current new starter paperwork has the opportunity on the form to highlight any disabilities and health issues.</p> <p>Staff to review forms and contact parents to discuss provision prior to starting school.</p> <p>Continue to offer open days, new starter meetings etc. so that there is an opportunity for parents/carers to share key information.</p> <p>Liaise effectively with other Nursery providers to review potential intake for September starters</p>	<p>Admin Business Manager Early Years Staff</p>	<p>Annually</p>	<p>School are prepared and have provision for any new starter entering school with a diagnosis. They have liaised effectively with pre-school settings, professionals and parents.</p>
--	---	--	--	---	-----------------	--

<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Flat level access to provide access to both main entrance, library entrance, EYFS, Key Stage 1 yard and Key Stage 2 yard.</li> <li>• wheelchair users can access all areas of the school building.</li> <li>• Corridor width is restrictive but does fit a wheelchair through</li> <li>• Disabled parking bays</li> <li>• Disabled low level access toilet located for adults and pupils within school. This is fitted with an emergency pull cord and hand rails.</li> </ul>	<p>To ensure that pupils with disabilities are able to access the physical environment alongside their peers.</p> <p>To ensure parents with disabilities can safely access the school building.</p> <p>To ensure that the physical environment is safe and accessible for all (including staff).</p>	<p>Organise site visits and evaluation of accessibility.</p> <p>Improve wheelchair access from yard into the classrooms (threshold prevents direct access by wheelchair)</p> <p>Evaluate user experience - Speak with pupils/parents with disabilities to gather feedback about the physical environment.</p> <p>When necessary, review EYFS and classroom environments and identify any adaptations that could be made to make it more</p>	<p>Head Teacher Business Manager Caretaker</p>	<p>Ongoing</p>	<p>The access to and within the physical environment is adapted and modified to meet the needs of all including those with a disability.</p>
---	--	--	---	--	----------------	--

	<ul style="list-style-type: none"> <li>• The exit door release button was moved higher from wheelchair-accessible height to ensure safety for pupils so they could not reach it. In the event of a fire, this door has an automatic release therefore the location of the button will not affect safety.</li> <li>• An electronic signing in system is at a wheelchair accessible height.</li> <li>• Most library shelves at wheelchair-accessible height.</li> </ul>		<p>accessible if necessary.</p> <p>Liaise closely with all to highlight any areas of difficulty or inconsistencies.</p> <p>Caretaker to maintain the physical area and highlight any remedial work that needs to be undertaken.</p> <p>Consider the needs of pupils, staff, visitors with disabilities when undertaking future refurbishments and improvements.</p>			
Improve the delivery of information to	Our school offers a range of communication methods to ensure that information is accessible.	Ensure that parents who have a disability can receive information and	Ensure that within the parent information form that there is an opportunity for	Head Teacher Business Manager	Ongoing	School is aware of any disabilities that parents/carers may have and

<p>pupils with a disability</p>	<p>Parents and visitors are able to request alternative formats, and provision for these will be made by the school office.</p>	<p>reports by an alternative method.</p> <p>Ensure that in class resources are adapted in order to provide full access to the curriculum.</p> <p>Adapt provision in after-school clubs so that children with disabilities can access the same provision and opportunities as their peers.</p>	<p>parents to highlight their own disabilities so that school are aware.</p> <p>To liaise effectively with specialists to ensure that school is adapting resources and provision for pupils with disabilities.</p> <p>Liaise with after school provision prior to clubs starting to address any issues that may arise.</p>	<p>All staff</p>		<p>information sent home is adapted to ensure that the information is accessible.</p> <p>Pupils are able to access the curriculum in line with their peers.</p>
---------------------------------	---	---	--	------------------	--	---

### **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 Local Governing Committee.

### **Links with other policies**

This Accessibility Plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy and information report
- Supporting pupils with medical conditions policy