



**All Souls' Catholic  
PRIMARY SCHOOL**

# Accessibility Plan

## 2022-2025

<b><u>Review Programme</u></b>	
<b>Approved by Governors at:</b>	9 <sup>th</sup> November 2022
<b>Shared with Staff:</b>	10 <sup>th</sup> November 2022 via email
<b>Date for next review:</b>	Yearly (Autumn term) full review 2025
<b>Signed – Chair of Governors</b> <i>Mrs Shirley Langford</i>	<i>S. Langford</i>
<b>Signed – Headteacher</b> <i>Andy Cooke</i>	<i>A Cooke</i>

# Accessibility Plan – 2022-2025

## *'Christ is our Light'*

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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 as shown by the example set to us by Jesus Christ and contained within the Gospels. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding any disability issues. We support any available partnerships to develop and implement this plan.

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 and where input from Coventry local authority or the BDES may benefit the school and its pupils, we welcome this.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All Souls offers a differentiated curriculum for all pupils where children are treated as individuals and not a collective.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum following the recommendations made by professionals</p> <p>The school work with pupils to remove emotional barriers to learning through the work of the well-being support assistant and school counsellor.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Aspirational targets are set for these pupils</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils and there is an emphasis on it being creative to allow children with individual needs to shine</p> <p>Where needed Education Health Care</p>	<p>All staff to be receive training on teaching strategies appropriate for SEND pupils</p> <p>Ensure that actions, targets and investment is made, taking into account he pupils at All Souls</p>	<p>SENDCO to provide/arrange training for all staff on key barriers to learning and where there are specific needs in a class, ensure that high quality training is accessible for staff working in that year group</p> <p>Audit the current pupils on roll and ensure that their needs become the priority for future action and objectives.</p>	<p>SENDCO</p> <p>SENDCO / SLT</p>	<p>Termly</p> <p>Yearly (Autumn term)</p>	<p>Staff confidently can articulate strategies and means to ensure that children in their class with SEND can receive the best provision possible</p> <p>Staff understand the barriers to learning that exist for children with disabilities</p> <p>Needs of children in school known and staff with responsibility for educating these have accessed appropriate training.</p> <p>Outcomes for pupils with disabilities is strong and comparable to children without SEND.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Plans are in place which ensure pupils are able to attend school and receive the care they need and staff are trained to deliver the support necessary to implement</p> <p>The school's curriculum vision explicitly makes clear how pupils with SEND are included and catered for.</p> <p>The school has excellent relationships with parents where their opinions are listened to and valued and we understand that it is only through these partnerships that we are able to provide for our children.</p>					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The school is of two-storey construction and there is no lift access to the first floor.</p>	<p>Ensure that fire doors throughout the school have fire rated door retainers so that doors can remain open and fluid access enabled.</p> <p>To make the school site more accessible to those requiring wheelchair access</p>	<p>Purchase and install fire door retainers</p>	<p>School Business Manager / SSO</p>	<p>July 2023</p>	<p>All corridor based fire doors have appropriate retainers</p>
	<p>Most corridors are wide enough for wheelchair access and are uncluttered.</p>		<p>Audit entrances/exits to school inc external fire doors – are they wheelchair accessible? Where not – explore potential to make so.</p>	<p>SBM / SSO</p>	<p>May 2023</p>	<p>Limits of site known and plan to make as accessible as possible.</p>
	<p>Access to the main office and Early Years entrance are step free and the walkway from the school driveway around to the school field/playground is also step free.</p>		<p>Ensure that visitors using the disabled parking space have access to the entrance through markings / signage – modify school car park to facilitate</p>	<p>SBM / SSO</p>	<p>May 2023</p>	<p>Clear route way from car park to school entrance in place for those requiring wheelchair access</p>
	<p>The school has recently installed a disabled toilet in the main school entrance.</p>					
	<p>There is a disabled parking space on the main school car park.</p>					
	<p>All books cases within the library are at wheelchair height.</p>					
	<p>Hearing loop system in place in front office for visitors with hearing difficulties</p>					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Large, touchscreen displays are installed in all classrooms.</p> <p>Pupils with visual difficulties are given enlarged print resources and are positioned in the class or hall to ensure they can see the board or screen</p> <p>Pupils with hearing impairment use induction loop equipment within the classroom and assemblies</p> <p>Signage contains visual clues to support.</p>	<p>Ensure that visual timetables and signage is in place in all classrooms and that all key display materials are large enough for pupils to access</p> <p>Ensure that the school priorities disabled pupils in its approach and adapts to changes in cohort or the pupil population</p>	<p>SENDCO to audit each classroom and provide/sign post teachers to appropriate resources</p> <p>Audit the current pupils on roll and ensure that their needs become the priority for future action and objectives.</p>	<p>SENDCO</p> <p>SENDCO / SLT</p>	<p>Termly check</p> <p>Yearly review (Autumn term)</p>	<p>Consistent approach across the school.</p> <p>Visually impaired pupils supported through whole school practice.</p> <p>Needs of children known and prioritized for support.</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 reviewed by Headteacher and Chair of Governors and reported to and approved by the finance subcommittee.

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- School risk assessments
- health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs policy
- Supporting pupils with medical conditions policy