



ST EDWARD'S  
CATHOLIC PRIMARY SCHOOL

Part of Nicholas Postgate Catholic Academy Trust

# Accessibility Plan

**Last reviewed on: September 2022**

**Next review due by: September 2025**

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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 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

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 is to 'Live, Love and Serve'. We are committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We aim to ensure that our school is a welcoming place that understands and responds to pupils and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement. We believe that by working together, you can truly make a difference.

The Accessibility Plan will contain relevant and timely actions to:

- **Maintain and develop access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe**
- **Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe**
- **Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.**

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, including agencies and support provided by the LA, health and social care and Nicholas Postgate Catholic Academy Trust.

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.

We have included a range of stakeholders in the development of this accessibility plan, including:

Pupils, parents, HT, SLT and other relevant staff, Governors, NPCAT and external partners

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	STRATEGY	ACTIONS AND OUTCOMES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>1.Ensure full access to the curriculum for pupils with a disability</b></p> <p>Training for staff teaching pupils with specific needs-ADHD, hearing and sight impairments</p> <p>Classrooms organised to promote participation and enjoyment</p> <p>Extended School activities/BaAS to include and be available for all pupils</p> <p>Increase pupil voice with learning</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Work with external agencies: STARS, Play Therapy, PSA Worker, Therapy dog, Incredible Years</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure how T&amp;L can increase access for pupils with specific conditions or disabilities:</li> <li>• To review arrangements currently in place to provide information on audiotape or in braille for prospective pupils who have difficulty with standard forms</li> <li>• Review planned activities out of</li> </ul>	<p>T&amp;L model review and training</p> <p>Aspects of SEND and specific needs training including Dyslexia Awareness with Educational Psychologist</p> <p>SEND friendly classrooms and environment-</p> <p>Research to develop practice through external expertise, CPD if this service is required.</p> <p>Extended school leader/SLT to review the provision-</p>	<p>SLT SENDCo Curriculum subject leaders</p> <p>SENDCo</p>	<p>Summer 2022-ongoing</p> <p>Autumn 2022</p> <p>Termly Ongoing</p>	<p>All pupils having access to the full curriculum, personalised and pedagogical approach to T&amp;L for all pupils</p> <p>Rigorous, systematic approaches with high expectations for all pupils</p> <p>Ongoing CPD for all staff with support plans</p> <p>Immediate implementation should the service be needed- share with parents to support at home</p> <p>Pupils experience 'can- do' approach</p> <p>Staff making relevant adaptations to their planning and T&amp;L</p>

AIM	CURRENT GOOD PRACTICE	STRATEGY	ACTIONS AND OUTCOMES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
difficulties/specific needs		school for all pupils, review pupil voice leadership groups		Extended School Leader, SENDCo, SLT		<p>Progress evidenced and outcomes achieved</p> <p>Pupils encouraged to view their opinion &amp; included, reflective and inspired</p>

AIM	CURRENT GOOD PRACTICE	STRATEGY	ACTIONS AND OUTCOMES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>2.Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Ramps-external areas</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities/medical room</li> <li>● Shelves at wheelchair-accessible height</li> <li>● Access points are clear</li> <li>● Access to the playgrounds is facilitated</li> <li>● Constant communication with STARS and other external agencies to adapt and implement</li> </ul>	<ul style="list-style-type: none"> <li>● The outside environment is easily accessible to parents and pupils</li> <li>● Risk assessments for outside educational trips for pupils with specific needs adapted</li> <li>● Consider Dyslexia classrooms</li> <li>● Consider the alarms for emergencies are audible only</li> <li>● Consider hearing induction loop</li> </ul>	<p>To review and adapt outside environment so access is clear and accessible</p> <p>Continue to monitor the risk assessments to ensure adaptations have been made</p> <p>Ensure visual timetables are displayed and resources support all pupils</p> <p>Pupils and parents with hearing impairments need to be alerted to alarms</p> <p>Contact with STARS to implement a service for the pupils with impaired hearing</p>	<p>Caretaker/Estates Manager SLT/SENDCo</p> <p>Educational Visits leader SLT</p> <p>SENDCo</p> <p>SLT SENDCO</p> <p>SENDCo SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2022</p> <p>Spring 2023</p> <p>Spring 2023</p>	<p>Physical environment is evaluated</p> <p>Educational visits include and are accessible to all pupils</p> <p>Pupils accessing a calm environment</p> <p>Displays are designed to inspire T&amp;L and purposeful for the pupils</p> <p>Pupils and visitors are aware of the alarms for emergencies</p> <p>Service provided to enable pupils with hearing aids to access loop system</p>

AIM	CURRENT GOOD PRACTICE	STRATEGY	ACTIONS AND OUTCOMES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>3.Improve the delivery of information to pupils with a disability</b>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Pictorial or symbolic representations</li> <li>● Colored paper and overlays</li> <li>● GDL assessments</li> <li>● 1-1 adult support and small group interventions</li> <li>● Extra parent consultations to update parents</li> <li>● Website and email, parent pay available for all parents</li> </ul>	<ul style="list-style-type: none"> <li>● Consider induction loops</li> <li>● Continue to review signage and accessibility of the school building and information for parents</li> <li>● School to find alternative formats for converting written information for parents</li> <li>● Parental/Pupil questionnaires to review and evaluate provision and communication</li> <li>● External agencies communication for parents</li> </ul>	<p>To communicate with STARS to enable induction loop system access for parents and pupils</p>	<p>SENDCo SLT</p>	<p>Spring 2023</p>	<p>Service provided to enable pupils with hearing aids to access loop system; parents able to communicate clearly with school staff</p> <p>All parents informed of information in a clear and timely manner</p> <p>Parents and pupils feel supported and able to communicate to school to improve communication facilities and channels</p>
			<p>Communicate with Estates manager for improvements in signage</p>	<p>SLT</p>	<p>Ongoing</p>	
			<p>Be aware of services from LA and NPCAT of what is available and when required to use a different format</p>	<p>SLT SENDCO</p>	<p>Spring 2023</p>	
			<p>Send termly questionnaires to enable opinions and suggestions to improve further</p>	<p>SLT SENDCo</p>	<p>Termly</p>	
			<p>Parents to access and be signposted to Family Information Service; SENDIASS by links on the website and information leaflets from school</p>	<p>SENDCo</p>	<p>Autumn 2022</p>	



#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary to consider the changing needs of the pupils, staff and **parents. It will be reviewed by SLT** and the SENDCo.

It will be approved by the local governing board.

#### 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
- SEND policy
- Supporting pupils with medical conditions policy