



# St. Patrick's R.C. Primary School



## Accessibility plan

<b>Approved by:</b>	M Ryan G Wilson	<b>Date:</b> Sept 2018
<b>Last reviewed on:</b>	Sept 2018	
<b>Next review due by:</b>	Sept 2019	

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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.

St. Patrick's RC Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. St. Patrick's seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions. In this we include all members of the extended school community – pupils, staff, Governors, Parents / Carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

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 working closely with the Academy Trust and the Local Authority.

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.

## 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.

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.

<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	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	To embed this across the curriculum by the end of this academic year.	Curriculum under continual review seeking additional bespoke resources to deliver this effectively	MR	Sept 2018	Pupils with disabilities all have their individual needs met and
Improve and maintain access to the physical	<p><i>The environment is adapted to the needs of pupils as required.</i></p>	To ensure disabled parking is clearly labelled and in place	New signage purchased	MR	October 2019	Signs in place and support those in need of disabled parking

environment	<p><i>This includes:</i></p> <ul style="list-style-type: none"><li>• <i>Ramps</i></li><li>• <i>Elevators</i></li><li>• <i>Corridor width</i></li><li>• <i>Disabled parking bays</i></li><li>• <i>Disabled toilets and changing facilities</i></li><li>• <i>Library shelves at wheelchair-accessible height</i></li></ul>					
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## **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 (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All ground floor	none		
Corridor access	Wide enough but always to be kept free from obstructions	Monitor in learning walks	SLT	October 2018
Lifts	None needed			
Parking bays	provided			
Entrances	accessible			
Ramps	accessible			
Toilets	provided			
Reception area	Recently modified			
Internal signage	clear			

Emergency escape routes	All in place			
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