

St Paulinus Catholic Primary School, a Catholic Voluntary Academy



ST PAULINUS
CATHOLIC PRIMARY SCHOOL



Accessibility Plan

Written By Mr S Geaves

Date Written May 2019

Approved by: _____ Date _____

(Governing Body)

Approved by: _____

(Head Teacher)

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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.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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 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 handouts, timetables, textbooks 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. These relationships include the Local Authority and the Nicholas Postgate Catholic Academy Trust.

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 parents, pupils staff and Governors.

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.)

1. Improving the Curriculum Areas

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD are successfully included in all aspects of school life.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	Increase in access to the National Curriculum
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extracurricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities will have access to this.
Ensure all children on SEN list have a provision map in place.	Provision maps for all children.	Provision map is up to date and forms a key part of the planning process for all pupils.	Termly	Provision maps in place and highlighted to support the needs of individual children.
All extracurricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.	Ongoing	Increase in access to all school activities for all pupils.

2. Improving the Physical Access

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME
School Classrooms especially cloakrooms.	All on ground level so no real issues regarding Access. Make sure staff are vigilant about keeping access points clear.	Check areas of weakness associated with premises eg cloakroom in Year 1 and Key Stage 2 Areas where children hang up coats at the door.	Ongoing
Steps to the Tiger Turf	Hand held railing to assist	Check that this complies with current standards.	Completed and check for maintenance
Wheel chair access to field	No access apart from using external gate by the church.	Look for improvements to existing site and perhaps the creation of a more permanent ramp access to the field near to the existing site of the steps.	Ongoing monitoring
Access to Disabled toilet Areas	2 in school so no real issue.	Make sure that the lock on the entrance toilet is monitored	Ongoing
Ensure pupils have suitable desk work station in class	An inclined ramp may be used to improve access to written materials.	Trial of features for pupils and evaluation as to whether or not these would be useful.	Ongoing

3. Improving the Delivery Of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written materials in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils and parents/carers improved
Make available school prospectus, newsletters and other information in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing	Delivery of information to pupils and parents/carers improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Send out survey to parents regarding quality of communication	School is more aware of the opinions of parents and acts on this.	Autumn term 2019 Spring Term 2020	Parental opinion is surveyed and action taken appropriately.
The school uses an electronic method of reporting to parents and payments.	Electronic reporting methods are explored.	School uses ParentMail and ParentPay.	Review	The school is able to move forward with electronic reporting to parents.

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 Local 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
- NPCAT 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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Emergency escape routes				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

