Accessibility plan

St. Monica's Catholic Primary School

Contents

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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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.

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/carers, staff and governors of the school.

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.

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
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils: We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Termly SEND staff meetings are held to support adaptations and promote a wide range of resources to increase curriculum access.	Ensure support staff have specific training on disability issues. Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access. All school visits and trips need to be accessible to all pupils.	Identify training needs at termly staff meetings and appraisals. Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child. Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	Head of School SENCo	As required	Raised confidence of staff. All staff are aware of individual's needs. All pupils are able to access all school trips and take part in a range of activities.

	At least one whole-school SEND INSET to share best practice is held annually. Staff access SEND CPD through courses as identified in staff appraisals, staff SEND survey responses and as required in response to their cohort's needs.					
Improve and maintain access to the physical environment	Our school environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To be aware of the access needs of disabled children, staff, governors and parents/carers. Ensure the school staff and governors are aware of access issues.	Create access plans for individual disabled pupils as part of the IEP process. Ensure staff and governors can access areas of school used meetings. Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. Circulate information to relevant staff on Access to Work scheme. Take advice on appropriate	Inclusion Manager / Class Teacher Head of School SENCo	As required	IAPs are in place for disabled pupils, and all staff are aware of pupils' needs. Pupil passports in place for all SEN pupils. Staff and Governors are confident that their needs will be met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school. Access to Work Information in Staff Handbook

			equipment if this becomes necessary. Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the Pupil Passport information. If a person uses a wheelchair they must have access to the lift in case of emergency or use of an evacuation chair with support.			and on staffroom noticeboard. All children have access to the curriculum. All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Dictation software • Audio versions of books whenever possible	Signage around school to be supported with visuals and braille if that becomes required. Inclusive discussion of access to information in termly	We will place braille signs to the right of all doors if we have a visually impaired member of the school community. Ask parents about preferred formats for accessing information e.g. braille, other languages.	As required	Headteacher /SENCo Headteacher /SENCo Headteacher /SENCo	ALL People feel they are welcome in school. Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.

	• Pictorial or symbolic representations	parent/teacher meetings.	Translation Tool to be added to website to allow multilingual access.		

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 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