



**St Monica's Catholic Primary School**  
...a small school where big things happen...



# **Accessibility Plan**

**Ratified by the Governing Body: October 2018**

**Next Review Date: October 2021**

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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 accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 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.

The school refers to the Hackney Learning Trust Accessibility Strategy when reviewing and updating the plan.

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: pupils, parents, 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 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.

### 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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>Our school offers a differentiated curriculum for all pupils:</p> <ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>Curriculum resources include examples of people with disabilities.</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 ensure it meets the needs of all pupils.</li> <li>Termly SEND staff meetings are held to support differentiation and promote</li> </ul>	<ul style="list-style-type: none"> <li>Ensure support staff have specific training on disability issues</li> <li>Ensure all staff (teaching &amp; non teaching) are aware of disabled children's curriculum access</li> <li>All school visits and trips need to be accessible to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Identify training needs at termly staff meetings and appraisals</li> <li>Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child</li> <li>Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible</li> </ul>	<p>Headteacher /SENCo</p> <p>SENCo</p> <p>SENCo/Outings Lead</p>	<p>Annually, ongoing</p> <p>As required, ongoing</p> <p>As required, ongoing</p>	<p>Raised confidence of staff</p> <p>All staff are aware of individual's needs</p> <p>All pupils are able to access all school trips and take part in a range of activities</p>

	<p>a wide range of resources to increase curriculum access.</p> <ul style="list-style-type: none"> <li>• At least one whole-school SEND INSET to share best practice is held annually.</li> <li>• Staff access SEND CPD through HLT courses as identified in staff appraisals, staff SEND survey responses and as required in response to their cohort's needs.</li> </ul>					
<p>Improve and maintain access to the physical environment</p>	<p>Our school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<ul style="list-style-type: none"> <li>• To be aware of the access needs of disabled children, staff, governors and parents/carers</li> <li>• Ensure the school staff and governors are aware of access issues</li> </ul>	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled pupils as part of the IEP process.</li> <li>• Ensure staff and governors can access areas of school used meetings.</li> <li>• Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</li> <li>• Circulate information to relevant staff on Access to Work scheme.</li> </ul>	<p>Inclusion Manager / Class Teacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher &amp; SBM</p>	<p>As required</p> <p>Complete Autumn term 2017</p> <p>Ongoing process</p> <p>Complete Autumn term 2018 and as required</p> <p>In place Autumn term 2018</p>	<ul style="list-style-type: none"> <li>• IAPs are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>• Pupil passports in place for all SEN pupils.</li> <li>• Staff and Governors are confident that their needs will be met.</li> <li>• Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.</li> </ul>

		<ul style="list-style-type: none"> <li>• Provide hearing loops in classrooms to support pupils with a hearing impairment</li> <li>• Ensure all disabled people can be safely evacuated</li> </ul>	<ul style="list-style-type: none"> <li>• Take advice on appropriate equipment if this becomes necessary</li> <li>• Ensure there is a personal emergency evacuation plan for all disabled pupils.</li> <li>• Ensure all staff are aware of their responsibilities in evacuation by being aware of the Pupil Passport information.</li> <li>• 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.</li> </ul>	<p>Headteacher</p> <p>SENCo</p> <p>Headteacher to remind staff.</p> <p>Inclusion Manager/Headteacher to remind staff to use a more appropriate classroom if this situation arises.</p>	<p>As required</p> <p>Autumn Term 2018</p>	<ul style="list-style-type: none"> <li>• Access to Work Information in Staff Handbook and on staffroom noticeboard.</li> <li>• All children have access to the curriculum.</li> <li>• 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.</li> <li>• Disabled people in wheelchairs can be evacuated quickly and easily.</li> </ul>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Dictation software</li> <li>• Audio versions of books whenever possible</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Signage around school to be supported with visuals and braille if that becomes required</p> <p>Inclusive discussion of access to information in termly all parent/teacher meetings</p>	<p>We will place braille signs to the right of all doors if we have a visually impaired member of the school community</p> <p>Ask parents about preferred formats for accessing information e.g. braille, other languages</p> <p>Translation Tool to be added to website to allow multilingual access</p>	<p>As required</p> <p>Termly</p> <p>Autumn 2020</p>	<p>Headteacher /SENCo</p> <p>Headteacher /SENCo</p> <p>Headteacher /SENCo</p>	<p>ALL People feel they are welcome in school</p> <p>Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all</p>
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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	2			
Corridor access	Level access with wheelchair-friendly entrances	Ensure that nothing is preventing wheelchair access. Daily check to ensure the area in clear of obstructions	Site Supervisor / Health & Safety (H&S) Committee/ Headteacher H&S Committee	Daily
Lifts	1 key-operated lift	Key to be centrally stored until it is required Lift to have annual (or as needed) maintenance checks	Site Supervisor/ Headteacher	Ongoing
Parking bays	Flexible spaces within school carpark	Easily-accessed spaces to be reserved for staff, visitors, etc as required	Site Supervisor/ Headteacher	Ongoing
Entrances	Level access or ramps for all entrances with wheelchair-friendly	Maintenance of access and ramps	Site Supervisor/ Headteacher	Ongoing
Ramps	From main entrance into school grounds	Maintenance of access and ramps	Site Supervisor/ Headteacher	Ongoing



Toilets	Accessible toilets in main reception and staffroom corridor	Maintenance of access	Site Supervisor/ Headteacher	Ongoing
Reception area	Level access with wheel-chair friendly door width	Maintenance of access and ramps	Site Supervisor/ Headteacher	Ongoing
Internal signage	Clear, unobstructed signs with directional arrows for main school areas	Maintenance of existing signage and addition of braille if required	Site Supervisor/ Headteacher	Ongoing & as required
Emergency escape routes	Carefully planned and mapped with signs next to doors in all areas	Maintenance of access, ramps and signage	Site Supervisor/ Headteacher	Ongoing