

Accessibility Policy and Plan

St. Mary's Catholic Primary School



Approved by: Local Governing Body

Date: (pending)

Last reviewed on: Spring Term 2017

Next review due by: Spring Term 2020

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Our Local Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. 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.
2. The School recognises its duty under the 2010 Equality Act. It understands disability includes but is not limited to physical disability, mental health problems, learning difficulties and people with sight problems or who are deaf.
3. The Policy reflects our “School's SEND”, “Health & Safety” and “Behaviour & Discipline Policies”.
4. St Mary’s Catholic Primary School plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.
5. Our Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
6. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
7. The Action Plan for physical accessibility is determined by the Access Audit of the School, which will be undertaken during the termly Health & Safety walkabouts.
8. The Action Plans for Curriculum Access and Delivery of Written Information is determined, and reviewed by the Local Governing Body.
9. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit checklist will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
10. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the Local Governing Body will contain an item on “having regard to matters relating to Access”.
11. The School’s complaints procedure will cover the Accessibility Plan.
12. Information about our Accessibility Plan will be on the School website.
13. The Plan will be regularly monitored by the Local Governing Body.

14. 14. The Plan will be monitored by OFSTED as part of its inspection cycle.
15. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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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.

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.

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. This can be found on our website, or you can request a copy from the school office.

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

Target	Task	Person Responsible	Date of Completion	Resources	Monitoring and Evaluation
Physical Environment:					
Ensuring all pupils have access to the whole of our school site, both within the building and around the school gardens.					
Improve and maintain access to the physical environment	<p><i>The environment will be adapted to the needs of pupils as required.</i></p> <p><i>This includes the provision of:</i></p> <ul style="list-style-type: none"> • <i>Visible signage, both internal and external</i> • <i>Corridors – ensuring corridors are clutter-free, by providing lockers/box storage</i> • <i>Disabled parking bays</i> • <i>Adapted changing facilities</i> • <i>Library and classroom shelves at wheelchair-accessible height; library furniture allowing wheelchair access</i> 	<p>HT</p> <p>HT, Class Teachers</p> <p>HT</p> <p>HT/AHT</p>	<p>Ongoing</p> <p>Regular monitoring</p> <p>Currently one in place – no need for further parking bays</p> <p>No need for adapted changing facilities currently</p> <p>No wheelchair-using pupils currently</p>		Regular monitoring by SLT

Improve uneven areas in the playground/school gardens	<i>Caretaker to monitor grounds with a daily walk, dealing with any minor issues. Appointed TA to complete monitoring of site health and safety, weekly, reporting to SLT/Office, any concerns, issues</i>	Caretaker Catherine O'Brian	Ongoing		HT LGB
Disabled toilet facilities	<i>Maintain wheelchair accessible toilet facilities, so that disabled visitors can access them if necessary</i>	Caretaker HT			HT LGB
Maintain, improve safe spaces around school	<i>Ensure maintenance of safe spaces around the school, allowing pupils a safe refuge, both inside and outside, when they feel emotionally overwhelmed: School library Classroom reading spaces</i>	Caretaker Class Teachers HT/AHT	Monitoring half termly		HT LGB

Curriculum Access:

Ensuring all pupils have access to our broad, balanced curriculum, differentiated and adjusted to meet the needs of all.

Increase access to the curriculum for pupils with a disability	<i>We offer 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</i>	Class Teachers SLT Curriculum Subject			Monitored by HT/SLT and LGB
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	<p><i>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>	Leaders			
Create and maintain effective learning environments for all	<p><i>Ensure the learning environment meets individual pupils' needs, based on advice from the SENDCo, or any external agencies.</i></p> <p><i>Classrooms and learning spaces at St. Mary's should all encourage pupil independence, starting in Reception Class.</i></p>	Class Teachers SLT	Ongoing		HT LGB
Review Personal Emergency and Evacuation Plans	<p><i>Ensure plans are in place, where needed.</i></p> <p><i>Ensure all first aid records are up-to-date; that all supplies and resources are available at all times.</i></p> <p><i>This may include:</i></p> <p><i>Asthma medication</i></p> <p><i>Epipens</i></p> <p><i>Ear defenders</i></p>	SLT Class Teachers Lead First Aider	Termly Ongoing		HT
Written Information:					

<p>Availability of written material relating to school, in alternative formats, when specifically requested.</p>	<ul style="list-style-type: none"> • <i>Function of website – ability to translate text into a range of given languages</i> • <i>Function on communication tool: Dojo – ability to translate into range of given languages</i> 	<p>HT School Office Administrator</p> <p>Class Teachers</p>	<p>Completion of website in 2011 (ongoing review)</p>	<p>Cost of website /maintenance and improvement</p>	<p>Parent Questionnaire responses</p> <p>SLT</p> <p>LGB</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 is approved by the 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
- Equality information and objectives (public sector equality duty) statement for publication
- Special Education Needs and Disability (SEND) policy
- Supporting pupils with medical conditions policy

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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, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				