

St Mary's Catholic Primary School

South Moor

Stanley



Accessibility Plan 2022 - 2026

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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 a fully accessible environment which values and includes all children, 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.

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>Maintain access to the curriculum for pupils with a disability</p>	<p>To ensure that all transitions across school are smooth as well as transition into Reception and Year 7.</p> <p>A differentiated curriculum will be offered for all pupils.</p> <p>Resources will be tailored to the needs of pupils who require support to access the curriculum.</p> <p>To take account of variety of learning styles when teaching within the Curriculum.</p>	<p>Short Term</p>	<p>To identify pupils who may need additional / or different provision for September.</p> <p>A differentiated curriculum with alternatives offered.</p> <p>Use of practical resources, technology, interventions, staff support as required.</p> <p>To use sensory diet, visual timetables, social stories, fidget toys, communication cards, peer tutoring, use of coloured backgrounds on IWB, paper for worksheets, enlarged texts, targeted support.</p>	<p>HT / SEND Co/ Class Teachers</p> <p>Teachers / TAs</p> <p>Teachers/ TAs</p> <p>Teachers/ TAs</p>	<p>Summer Term</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>	<p>Procedures/equipment/ideas set in place by September.</p> <p>Planning shows appropriate differentiation Lessons and outcomes show that children make good progress in accordance with their ability and achieve their targets.</p> <p>Resources are accessible / adjustments are accessible.</p> <p>Variety of learning styles/multisensory activities evident in planning and in the classrooms ensuring that the needs of all pupils, parents and staff are represented within the school.</p>

Maintain access to the curriculum for pupils with a disability	Targets are set effectively and are appropriate for pupils with additional needs.	Medium Term	Targets set with input from parent/carers, pupil, teaching staff and outside agencies if applicable. SENCO/Class teacher meetings/Pupil progress meetings. Scrutiny of assessment system. Regular liaison with parents. Support plans reviewed.	Teachers/ SEND Co Parents HT	Termly	Plans and assessments are kept up to date. Reviews are carried out at consultations Autumn, Spring and Summer. SEND Co and SLT monitor outcomes, interventions and progress data.
Maintain access to the curriculum for pupils with a disability	The curriculum is reviewed to ensure it meets the needs of all pupils.	Long Term	Annual SEND information report review and review of provision for all.	All Staff HT SEND Gov SEND EDA EDP	Annually	SEND provision is monitored through database, assessment data and SEND Co's report to governing body.
Maintain access to the physical environment	The environment is adapted to the needs of pupils as required. <ul style="list-style-type: none"> Classrooms Break out Spaces / Sensory Room 	Short Term	Each classroom to have a variety of fidget toys, wobble cushions as appropriate and work stations if required. Children to access sensory breaks / diet as and when required. Quiet spaces to be made available as and when required with TA support available.	All Staff Teachers / TAs	When required When required	Environment is conducive to learning and all children's needs are recognised and catered for.

Maintain access to the physical environment	<p>This includes:</p> <ul style="list-style-type: none"> Corridor access Library shelves at wheelchair-accessible height 	Medium Term	Corridor space creates quiet spaces/an accessible library area.	HT Literacy Lead Governors	Academic Year 22-23	Reading resources and library areas will have better accessibility for all.
Improve the delivery of information to pupils with a disability	To address different aspects of disability through assembly / collective worship themes and class discussions.	Short Term	<p>Hold regular collective worship / assemblies relating SEAL or areas of intolerance that are experienced in school.</p> <p>Engage in themed days / weeks: Children in Need, Autism awareness, Diabetes day, Comic/Sport Relief, Health and Well-Being week, Safety weeks.</p>	HT DHT All Staff	<p>Weekly SLB assemblies.</p> <p>Key dates in school calendar.</p>	An ethos of care, respect and tolerance of others is emanated around the school.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>Internal signage</i> <i>Large print resources</i> <i>Coloured paper and backgrounds</i> <i>Hearing loops</i> 	Short Term	Information is communicated in a range of formats so that it is accessible to all.	Teachers/TAs Office Staff	Daily	Written information available in alternative formats on request.

	<ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> • <i>ICT – laptops and ipads</i> 					
Improve the delivery of information to pupils with a disability	To review information to parents/ carers to ensure it is accessible	Medium Term	<p>Consult parents/carers about access needs when child is admitted to school.</p> <p>Review all letters home to check that they are written in plain English.</p> <p>Produce letters in alternative formats as requested.</p>	Office Staff	Termly	Written information available in alternative formats on request.

4. Monitoring arrangements

This document will be reviewed every 4 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Finance, Premises, Personnel & Admissions Committee, the COG (Mrs L Murray and the Head Teacher (Mrs A Robson)

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and Safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Teaching and Learning Policy

Appendix 1: Accessibility audit

Feature	Description	Actions Completed or to be taken	Person responsible	Date to complete actions by
Number of storeys	2	All teaching space and staff room are on the ground floor. PPA room is on upper level – ensure staircase is clear at all times.	Caretaker Head Teacher	Daily
Corridor access	3 corridors	All corridors to be accessible – furniture will not obstruct free access	Caretaker Head Teacher	Daily
Lifts	0		NA	
Parking bays	1	Parking Bay should be made available in carpark / Access in front of double gates.	Caretaker Head Teacher	
Entrances / Exits	8	6 entrances all have level access Only 2 entrances have steps to them (Kitchen entrance/Yard entrance)	Caretaker Head Teacher	
Ramps	3	Level access to main entrance, hall and Class 6 have been completed in recent years, meaning that all areas of school can be accessed.	Head Teacher	

Toilets	Children's – infant / junior Adults - 2	Children's toilets are accessible One of the adult toilets is accessible		
Reception area	1	Level access and double doors allow accessibility		
Internal signage Emergency escape routes		Internal signage has been replaced recently All emergency signage has been replaced		