

St. John's Catholic Primary School



Accessibility Plan

2019

"I am the vine, you are the branches."

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.

St. John's Catholic Primary School is committed to and has high ambitions for all its pupils, responding to their diverse needs and expecting them to participate and achieve in every aspect of school life.

The plan will be made available online on the school website and paper copies are available on 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, 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, governors and outside agencies.

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.

Main Priorities

Increase access to the curriculum for pupils with a disability

- To offer a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- Continuing to encourage high expectations among staff and pupils.
- Linking provision to the School Development Plan where appropriate.
- Investigating and further utilising staff/governor/parent expertise.
- Developing and increasing curriculum opportunities to become more inclusive to meet the needs of all pupils.
- Using specialist agencies to investigate and extend opportunities.
- Extending training for Teaching Assistants.
- Encouraging peer support.
- Liaising with partner secondary schools/nursery/pre-school, in anticipation of the admission or transfer arrangements.
- Sharing information with families, by newsletter, text message, email, school website.
- All staff made aware of details of individual needs and disabilities in order to arrange physical learning environments and differentiated materials as appropriate.

Improve and maintain access to the physical environment

- The school will continue to regularly re-examine the school buildings evaluate the existing provision and its systems.
- The environment is adapted to the needs of pupils as required. This includes; ramps at all main entry points, appropriate corridor and doorway width, a disabled parking bay, a disabled toilet with changing facilities, library shelves at wheelchair-accessible height.
- Current aspects of Inclusion and SEND which include one-to-one support for pupils, when required, time out with groups or agreed time out of school with professional agencies, will be continued and extended where appropriate.

Improve the delivery of information to pupils with a disability

- Our school uses a range of communication methods to ensure information is accessible. This includes; internal signage, large print resources from the sensory inclusion team, pictorial or symbolic representations.

- Where appropriate, other methods of providing written information will be sourced including, if required, coloured paper / overlay, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from a Teaching Assistant.
- The seating position for pupils with impaired vision and hearing will continue to be managed to benefit the individuals.

Management, co-ordination and implementation

- The Senior Leadership Team will liaise with Class Teachers and TAs to re-evaluate the extent of provision required, both generally and for individual pupils.
- Staff meetings will be used for regular review and update.
- The Head will review strengths and weaknesses of systems used in school.
- EYFS and Key Stage Class Teachers will liaise with partner nursery/secondary schools to identify pupils' needs in advance of their admission to primary school or transition to secondary.
- Inclusion opportunities in clubs will be carefully monitored.

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 governing body of St. John's Catholic Primary School and the Headteacher.

February 2019