



St Anne's Catholic Primary School

Accessibility Plan Spring 2021

At St Anne's Catholic Primary School, we value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all
- Ensure a caring, safe and welcoming environment
- Promote co-operative and responsible attitudes to make a positive contribution
- Actively encourage independence and confidence to thrive in a changing world

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The St Anne's Catholic Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was created in January 2021 to reflect new statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The St Anne's Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- **increase access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010). 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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **improve access to the physical environment of the school**, adding specialist facilities as necessary. By so doing this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **improve the delivery of written information** to pupils, staff, parents and visitors with disabilities. Examples of this include; hand-outs, timetables, textbooks, newsletters and other information about the school and school events. This information should be made available in various preferred formats within a reasonable timeframe.

- The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Inclusion Policy
 - Positive Behaviour Policy
 - School Development Plan
 - Pastoral Care
 - Asset Management Plan / Suitability Survey
 - School Prospectus and Mission Statement
7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
8. Equality Impact Assessments will be undertaken as and when school policies are reviewed.
The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
9. The School Brochure / Prospectus / Website will make reference to this Accessibility Plan.
10. The School's complaints procedure covers the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Health & Safety Premises Committee.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Review Period: 3 years

Date for next review: Spring 2024

Improving access to the curriculum for pupils with SEND

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for staff in the identification of and teaching children with specific learning difficulties.	Relevant staff attends appropriate training. Outreach provision from external agencies. Renewal of DFS status	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. DFS status renewed.	Ongoing	Children with specific difficulties are successfully included in all aspects of school life.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation. Careful monitoring of After School registers by SENCO / Pastoral care Ensure 1-1 LSAs are available	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All children will have opportunity access to all clubs, dependent on numbers for H & S.	On going	All pupils accessing an extended curriculum.
Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school. Use of Dyslexia friendly resources (cream paper, non-white backgrounds on Smartboards, resources clearly labelled, interactive, supportive displays. Effective use of support staff. Effective use of quality differentiation.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Children can become independent learners applying the five R's of (readiness, responsibility, resourcefulness, resilience, reflectiveness) Limited disruption from disengaged pupils	Ongoing	All pupils have access to the National Curriculum, some at a more personalised level. Children can become independent learners applying the five R's (ready ,responsible, resourceful, resilient, reflective)
Ensure all children on SEND list have a One Page Profile (OPP) in place and all pupils at School Action (K) or above have clear PIVAT targets.	OPPs for all children reviewed termly and PIVAT targets reviewed at the end of each half - term Targets are set appropriately, are SMART and are appropriate to need	Provision maps and PIVATS are up-to-date and form a key part of the assessment and planning process for all pupils. Assess –plan –do -review	Ongoing throughout the year	Provision maps and targets in place to support the needs of Individual children; supporting children effectively in making progress and ensuring all are reaching their true potential.

Review LSA deployment as needed to enable pupils to be appropriately supported	HT & DHT to review each half term based on data hubs and current information.	Adult support is available during times that individual children may need support. (eg lunchtimes and after school)	Review each half term.	Children have access to appropriate support.
To enable all children to attend school on time every day.	Walking Bus Pastoral Care to work closely with families and EWO	Children arrive, chaperoned in school on time.	Ongoing	Improved attendance of children with SEND.

Improving access to the physical environment

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
The environment is adapted to meet the needs of pupils as required	Classrooms allocated on a need led basis e.g. any child with difficulty accessing stairs will require class moving to KS1 building	Children able to access class rooms safely	Ongoing	Appropriate access to all parts of the building

Improving quality of written information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats is improved.	The school will make itself aware of the services available through the LA for converting written information into alternative formats. The school office will provide alternatives when requested. Use of translating tools to communicate with community.	The school will be able to provide written information in different formats when required for individual purposes/ people. (e.g. website other languages, use of dyslexia friendly paper, translators.	Ongoing	Delivery of information to pupils and parents/ carers improved with all sections of the community being able to access the information.
Make available school Parent Induction Pack, newsletters and other school information for parents in alternative formats including the school website and Twitter	Review all current school publications and promote the availability in different formats for those who require it.	All school information available for all. School information published on school website and updated regularly. (C Keegan / Gill Wilson – Website managers)	ongoing	Delivery of school information to parents and the local community improved by being accessible to all.

