



# St Anne's Catholic Primary School

## Accessibility Plan

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## Contents

1. Aims .....	3
2. Legislation and guidance.....	3
3. Legislation and guidance.....	4
4. Action plan.....	6
5. Monitoring arrangements .....	11
6. Links with other policies .....	11

## 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.

At St Anne's Catholic Primary School, we are committed to ensuring that all children have the high quality learning opportunities necessary in order for them to reach their potential. Our values, and vision are reflected in the high expectations we have of all members of our school community. Each person is highly valued and included. Our school ethos is one of trust and mutual respect where we work hard to ensure that there are no invisible learners, recognising everyone's uniqueness and successes. In St Anne's, we love, we learn and we grow together. We attach great importance to the development of the children's communication skills and seek to enable them to build relationships with other children and adults and be sensitive to the feelings and needs of others. These important skills, will enable the children to succeed in a safe and caring environment.

## 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 Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot

unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 Local Authority 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.

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.

### **3. Objectives**

St. Anne’s Catholic Primary School is 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 fostering a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

St. Anne’s Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time-frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- ❖ Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools 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 time-frame.
- ❖ Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers 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 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 timeframe. St. Anne's Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 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.

#### 4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT/Site Manager	Enabling needs to be met where possible.	In Progress
Ensure visually stimulating environment for all children	Increasing sensory, friendly classroom environment. Keeping a uniform approach throughout the school.	Ongoing	Teaching and non-teaching staff / SENCO / EAL	Sensory environment maintained.	In Progress / part completed
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Headteacher SENCO	To ensure that parents with a disability are not discriminated against and are encouraged to take interest and be involved in their child's education.	In Progress
Ensuring parents with a disability have every opportunity to be involved.	Utilise disabled parking spaces for disabled to drop off & collect children. Arrange interpreters from the RNID to communicate with deaf parents. Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of parents with a disability.	With immediate effect to be constantly reviewed	Whole school team / EAL		In Progress

To ensure driveways, roads, paths around school are as safe as possible.	Communication with parents via safety messages / letters.	Ongoing	SLT / Site Manager	Minimise Accidents	In Progress
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. (e.g. lunchtimes and after school)	Ongoing	SLT/SENCO	Children have access to appropriate support.	In Progress
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.	Ongoing	SLT/SENCO	Children able to access classrooms safely. Appropriate access to all parts of the building.	In Progress
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.	Ongoing	SLT/SENCO	The school will be able to provide written information in different formats when required for individual purposes / people. (e.g. website languages, use of dyslexia friendly paper, translators. Delivery of school information to parents and the local community improved by being accessible to all.	In Progress

## **5. Monitoring arrangements**

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which 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. 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.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This document will be reviewed every **3** years, It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**

This accessibility plan will be approved by the governing board.

## **6. Links with other policies**

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ❖ Behaviour Management Policy
- ❖ Curriculum Policies
- ❖ Emergency Plan
- ❖ Health & Safety Policy
- ❖ School Improvement Plan
- ❖ Special Educational Needs Policy
- ❖ Teaching and Learning Policy