

St Anne's and St Joseph's RC Primary School, a Voluntary Academy



Accessibility Plan

Our School Mission Statement

With love and faith, we achieve together.

For we are nothing without Christ.

Nihil Sine Christo

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 pupils with disabilities can participate in the curriculum
- ✓ Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- ✓ Improve the availability of accessible information to pupils with disabilities

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.

The school supports any available partnerships to develop and implement the plan. This includes working with the Local Authority, local partners including Children, Family and Wellbeing Service, local health service and our colleagues within Romero Catholic Academy Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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, carers, staff, governors, Trust employees and the wider community.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison

with a pupil without disabilities. 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a broad and balanced curriculum for all pupils which takes into account a variety of learning needs • The curriculum is adapted for children to meet their needs • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Short term: Children will access learning in lessons and achieve small steps of progress.</p> <p>Long term: Children will make high levels of progress in line with their SEND needs.</p>	<p>Monitoring of curriculum accessibility.</p>	<p>Class Teachers SENCO</p>	<p>Half termly monitoring</p>	<p>Successful/positive monitoring outcomes, with evidence of effective adaptations to support all children to access the curriculum.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Designated disabled parking bay • Car park access at the front of school in addition to a large car park • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Sensory room in KS1 and KS2 • Access to sensory circuits in each key stage (EYFS, KS1, KS2) 	<p>School will use best endeavors to ensure the physical environment is accessible for all.</p>	<p>Review potential for ramps in areas around school where there are steps.</p> <p>Development of EYFS changing facilities/access to disabled toilets.</p>	<p>Site Supervisor Business Manager SENCO</p>	<p>Summer 2025</p>	<p>Improved access to the physical environment to support potential wheelchair users.</p> <p>Improved access to the physical environment to support children with SEND to make effective use of space around school to meet their needs.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Use of Widget software to create pictorial/symbolic representations • Use of iPad software for children with visual impairment to access reading books via an online platform • Internal signage • Large print resources 	<p>To reduce cognitive overload and support children with visual impairment to access information effectively.</p>	<p>Monitoring of curriculum accessibility.</p>	<p>Class Teachers SENCO</p>	<p>Half termly monitoring.</p>	<p>Successful/positive monitoring outcomes, with evidence of effective adaptations to support all children to access the curriculum.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the senior leadership team in cooperation with the Academy Trust.

It will be approved by the 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 educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy