

# ***Accessibility Plan***

## ***St Ann's Catholic Primary Stocksbridge***

# ***Accessibility Plan***

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***This Plan was approved by the Governing Body in May 2018.***

1.

### **Introduction**

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaces all equality legislation, including the Disability Discrimination Act.

The effect of the law means 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.
- 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 a statutory document. The Accessibility Plan must be reviewed every three years and approved by the Governing Body.

1.1 The Accessibility Plan has been developed using information supplied by the Local Authority and gathered through consultations with parents, staff and Governors of the school. The document will be used to advise school planning documents and policies and will be reported upon annually in the Autumn term in respect of progress and outcomes.

1.2 The Accessibility Plan is structured to complement and support the school’s equality objectives and will be published on the school website.

1.3 The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and should be read in conjunction with the following documents:

- Behaviour Policy
- Curriculum Policy
- Critical Incident Plan
- Health and Safety Policy
- Equality Action Plan
- Special Educational Needs Policy

1.4 The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

1.5 The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing Body. An Access Audit will be carried out each year during the summer holiday.

1.6 The Accessibility Plan will be monitored by the Resources committee of the Governing Body.

### **Aims**

2.

At St Ann's Catholic Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment - both locally and globally.

St Ann's Catholic Primary School is committed to providing an environment that enables curriculum access that values and includes all pupils, staff, parents and visitors - regardless of their educational, 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.

### **3. Strands of the Accessibility Plan**

Awareness of Equality and Inclusion:

<b><i>Target</i></b>	<b><i>Strategy</i></b>	<b><i>Success Criteria</i></b>	<b><i>Timescale</i></b>
Adherence to the Equality Duty to be reported annually to the Governing Body	Equality Action Scheme to be included as an agenda item in the Autumn term	Adherence to Legislation	Continual
Publication of SEND Code of Practice	SEND Code of Practice published	Adherence to Legislation	2014/15
Pupils SEN Status converted to new classifications	Review each pupil on the SEN register and convert to new classification following discussion with parents	Adherence to Legislation	2014/15
Early assessment of new pupils to identify SEND	Visit all new pupils at home before admission, to collect information about additional needs	Early intervention put in place for SEND pupils	Continual
All statutory policies reflect equality and inclusion	Review all policies against equality criteria	All policies reflect equality and inclusion	Continual

Access to the physical environment, including physical aids to access the curriculum:

<b><i>Target</i></b>	<b><i>Strategy</i></b>	<b><i>Success criteria</i></b>	<b><i>Timescale</i></b>
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3.

Pupils, staff and visitors are not disadvantaged by being unable to access areas of the school	Annual Access Audit to identify difficulties	All are able to access and engage	Ongoing
Modifications to the premises do not create barriers to access	Impact analysis of planned work	All are able to access and engage	Ongoing

Access to the curriculum for pupils with a disability to ensure that they are as equally prepared for life as the able-bodied pupils:

<b>Target</b>	<b>Strategy</b>	<b>Success Criteria</b>	<b>Timescale</b>
Staff are confident on aspects of SEND including differentiation when required	Staff training, support through observations and formal performance management review	Work is differentiated according to pupil need	Continual
The curriculum enables all pupils to make similar progress	Observation and scrutiny of planning, lessons and outcomes of SEND pupils	All groups of pupils make similar progress	Continual
All KS2 pupils have access to an appropriate residential visit	SEND Residential to take place annually	All KS2 pupils are able to access an appropriate residential visit	Continual
Pupils are able to access the school day without interruption for medication to be administered	Key staff are trained to administer medicines and meet other identified needs for pupils	Pupils are able to access the school day with care plan in place	Continual

4.

Delivery of written information to pupils, staff, parents and visitors with disabilities:

<b><i>Target</i></b>	<b><i>Strategy</i></b>	<b><i>Success criteria</i></b>	<b><i>Timescale</i></b>
Staff use appropriate materials to enable those with disabilities to fully access the curriculum	Support for staff in improving accessibility of learning materials, including access to specialist advise from external consultants	Barriers to learning associated with the delivery of written information are removed	Continual

#### **4. Access Audit**

The school is a single storey building with several access points from outside. All entrances are either flat or ramped and have wide doors fitted.

All classrooms are accessed through wide doors and meeting rooms for parents and visitors are accessible to all.

On-site parking includes one disabled parking bay for visitors.

The main school entrance includes a low reception hatch, fully accessible for wheelchair users.

There are disabled toilet facilities available for visitors, staff and children.

The school has internal emergency signage and escape routes are clearly marked. Assembly points are accessible for building users with physical disabilities.