



# Accessibility plan

## St Joseph's and St Gregory's Catholic Primary School

One Body, Many Parts (Corinthians 12)

**EXCELLENCE TOGETHER:** We strive to work, as a Catholic community, to secure outstanding outcomes for all our students.

**UNIQUENESS:** We recognise everyone in our school as being made in God's image. By learning in a community founded on Gospel values, we ensure that our children are prepared for their lives ahead.

**EDUCATION FOR ALL:** We ensure that our children and staff, of all abilities and backgrounds, are supported to achieve their very best.

<b>Approved by:</b>	L Sumpter	<b>Date:</b> June 2019
<b>Last reviewed on:</b>	June 2019	
<b>Next review due by:</b>	June 2022	

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### 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.

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.

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.

## 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 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	Review
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To develop a policy for oracy (including forms of assisted communication) that improves access to the curriculum.</p> <p>Develop use of IT (Clicker) so that children with a disability can use this means to engage with learning.</p>	
<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"> <li>• Ramps</li> </ul>	<p>Evaluate access to library shelves</p> <p>Enable independent access to the main</p>	

	<ul style="list-style-type: none"> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	school doors	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loop (do we?)</li> <li>• Pictorial or symbolic representations</li> <li>• Carpeted teaching spaces</li> <li>• Double glazing</li> <li>• Blinds to reduce glare</li> <li>• Sound buttons</li> </ul>	<p>To enhance the delivery of information to pupils with Autism – Educational Psychology training.</p> <p>To use social stories for the delivery of information.</p> <p>Use pupil voice to inform our future plan for improving delivery of information to pupils.</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 approved by the governing board, the ASIG and Miss Lisa Sumpter.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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