

**ST PETER'S CATHOLIC PRIMARY SCHOOL**



# **Accessibility Plan 2020 - 2023**

**MISSION STATEMENT:**

**Learning Together**

**Loving God**

**Becoming the best I can**

## Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 orientation'.

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

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

The equality duty (Equality Act 2010) extends to all those with protected characteristics. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their;

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

### General equality duty

The Public Sector Equality Duty (PSED) has three main elements. In carrying out their functions, public bodies must have due regard to the need to;

1. Eliminate discrimination and other conduct that is prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between those who share a protected characteristic and those who do not.

The duty to have 'due regard' to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

The Accessibility Plan is a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

1) At St. Peter's we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe that children should feel happy, safe and valued so that they can develop a respectful, caring attitude towards each other and the environment. This plan has been developed through information from the Local

Authority, school council, parents, staff and governors of the school. The intention is to provide a projected plan for a three year period ahead of the next review date.

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

3) St. Peter's 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 developing a culture of inclusion, support and awareness within the school.

4) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school ie, after school clubs, school visits etc. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- 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, for example, newsletters, pupils books etc, the information should be made available in various preferred formats within a reasonable timeframe.

5) This Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

6) 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.

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

- Asset Management Plan
- Behaviour Policy
- Curriculum Policy
- Business Continuity Plan
- Equal Opportunities Policy
- Health and Safety Policy
- School Prospectus

- School Improvement Plan
- Special Educational Needs Policy
- SEND Information Report

8) 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 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 on-going period.

9) 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.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

12) The school will work in partnership with the Local Authority in developing and implementing the Accessibility Plan.

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

Approved; Reviewed by Governors 2020

Date; Summer 2020

Aims and Objectives

Our aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

### **Current good practice**

We aim to ask about any disability or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of information gathering using contact forms and these are reviewed yearly, but may be updated by parents if any issues arise.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of these activities may present particular challenges eg, lunch and break times, after school clubs, school trips for pupils with social/emotional difficulties, physical needs and medical conditions. The school is accessible for all disabled pupils. Risk assessments are carried out on all trips and where necessary individual risk assessments are completed in order to support pupils.

## **Curriculum**

The curriculum is fully accessible to disabled pupils. Some areas of the curriculum present challenges for disabled pupils eg, PE, technology etc. Other issues may affect the participation of disabled pupils eg, peer relationships, administration of medicines, provision of personal care, the presence or lack of role models or images of disabled role models. As a school we use a number of strategies in order to meet the different needs of the pupils, such as access arrangements, using a pen for dyslexic pupils, coloured overlays. Through our Prevent training we aim to foster good relationships with all by promoting understanding between groups using the Gospel Values and virtues and British Values. Applying the Equality Act helps us as a school to identify issues and shape policies around the needs of different groups of learners and that reasonable adjustments are made to ensure access for all. We work to ensure we have effective partnerships with parents, pupils, and the community and outside agencies that support our pupils. We do this through consultation with parents regarding SEND Information Report, review meetings, Early Help meetings and by having an 'open door policy' for parents. We ensure we use data effectively by collecting and analysing all data through Pupil Progress meetings and half termly review meetings of these where groups are identified and strategies are put in place to support all pupils. All interventions are monitored and data is tracked from these to ensure their effectiveness. We also hold Pupil Premium and SEND progress meetings again looking at data and ensure effective use of interventions. Pupil voice is used to ensure they have access to all areas of the curriculum and that they feel their needs are met.

## **Information**

Different forms of communication are available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned with a range of different formats for disabled pupils, parents and staff. This is achieved by the use of colour overlays, news sheet printed on coloured paper and the use of a sign language interpreter.

## **Access Audit**

- The school is a single storey building with standard sized corridors.
- Emergency signage and fire exits routes are clearly marked.
- Every classroom apart from year 1 has access points to outdoors. New doorway access straight onto the playground is planned for Summer 2020.
- There are double doors onto the playground accessible through the art area.
- Doors into the hall are also double openers.
- There is a ramp onto the playground from the double doors.
- There is one designated disabled parking bay on the car park.
- Reception classroom entrance is ramped.

## Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Targets	Strategies	Timescale	Outcomes	Success Criteria
<b>EQUALITY AND INCLUSION</b>				
To liaise with staff to review yearly and midterm admissions and ensure staff awareness of issues	To identify pupils who may need additional to or different provision	Annually/Mid - term	Pupils needs met	That all pupils across the school are fully included in school life and this is monitored through assessments and pupil progress meetings
To ensure all policies consider implications of disability access they reflect inclusive practice and procedure	Consider during review of policies	On-going	Policies reflect current legislation	All policies consider the implications of disability access and clearly reflect inclusive practice and procedures
To ensure that the Accessibility Plan becomes an annual item at Governing Body meetings	Clerk to governors to add to list for meetings	Annually	Adherence to legislation	That the Accessibility Plan is an annual item at governors meetings
To ensure full access to the curriculum for all children with medical	Advice from specialist teachers and advisors CPD for staff Use of	On-going	Adherence to legislation	That all pupils across the school with medical needs are

needs	specific equipment if necessary			fully included in school life and this is monitored through assessments and pupil progress meetings. Liaise with outside agencies to ensure medical needs are met
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**PHYSICAL ENVIRONMENT**

To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to school's physical environment for all	Audit of accessibility of school buildings and grounds by governors	On-going	Modifications will be made to the school building to improve access	That, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all
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**CURRICULUM**

To continue to train staff to enable them to meet the needs of children with a range of needs and they have access to a full curriculum	SENCO to review the needs of children and provide training for staff as needed	On-going	Staff are able to enable all children to access the curriculum	That staff training continues to enable them to meet the needs of children within the school
To ensure pupils, parents,	Audit of written information	On-going	All staff, pupils, parents and	Improved access to written

staff and visitors have access to written information	to ensure accessibility		visitors will be able to access information	information around the school
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