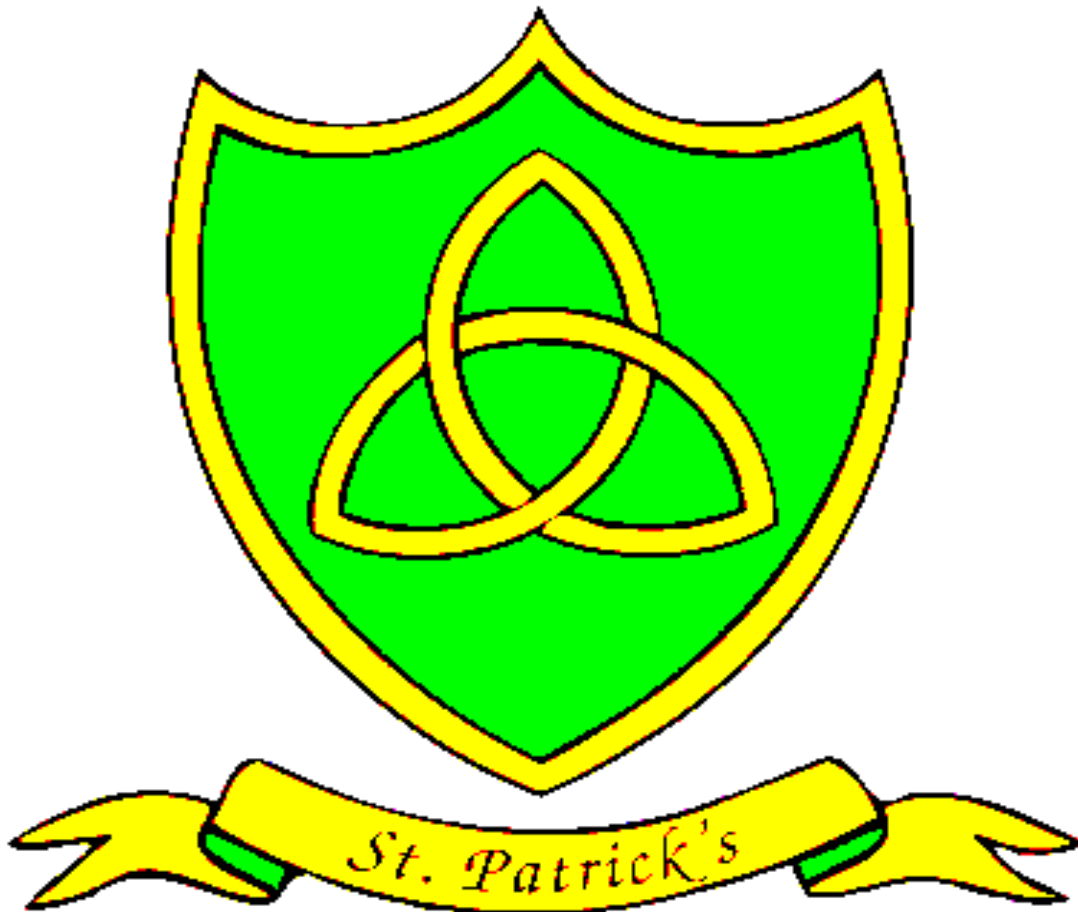


**St. Patrick's Catholic Primary School**  
*Peace, Love and Understanding*



**Accessibility Plan**

**September 2016-2019**

At St. Patrick'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. We will endeavour to ensure that each child will grow in confidence, develop self-reliance and an ability to articulate feelings and ideas. We attach great importance to the development of the children's social 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.

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.

## **Objectives**

St. Patrick'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. Patrick'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. Patrick'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.

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

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 will be published on the school website. The Accessibility Plan will be monitored through the Governor Premises Committee.

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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

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

| ACCESSIBILITY PLAN                                                                                                                                                                             |             | YEAR: 2016-2019 |                                                                                                                                                                                                                                                                                                                                                                     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AIMS/TARGETS                                                                                                                                                                                   | LEAD PERSON | TIME-SCALE      | ACTIONS                                                                                                                                                                                                                                                                                                                                                             | COST                                                | SUCCESS CRITERIA/IMPACT                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b><u>Curriculum</u></b><br/>To enhance access to the curriculum for all children, including those who are vulnerable, i.e., SEN, disadvantaged, PAs</p>                                    | JL/JE       | 2016-2017       | <ul style="list-style-type: none"> <li>• Access training from Early Help Hubs in how to write and manage EHATs</li> <li>• Train all support staff in the use of Lego Therapy</li> <li>• Enable staff to access training in order to further develop skills in working with children with ASD</li> <li>• To further develop the use of precision teaching</li> </ul> | Approx £1000                                        | <p>EHATs have an impact on children's progress, or access to school and the curriculum</p> <p>Lego therapy to enable children with ASD to build processing, team working, turn taking and social skills.</p> <p>Staff feel able to deal with the complexities of ASD, and children and parents are happy with the provision.</p> <p>Precision teaching improves progress for low attainers</p> |
| <p><b><u>Physical Environment</u></b><br/>Improve access for wheelchairs<br/>Improve provision for</p>                                                                                         | JL          | 2016-2019       | <ul style="list-style-type: none"> <li>• Put door into Year 2 Classroom</li> <li>• Ramp up to step for KS1</li> <li>• Ramp to Junior Hall</li> <li>• Sensory room</li> </ul>                                                                                                                                                                                        | <p>£1800</p> <p>£1000</p> <p>£1000</p> <p>£4000</p> | <ul style="list-style-type: none"> <li>• Speak to Cunliffe's with regards to inserting a door into the year 2 classroom.</li> <li>• Obtain quotes for ramps and sensory room</li> </ul>                                                                                                                                                                                                        |
| <p><b><u>Availability of Accessible Information</u></b><br/>To enhance communication with EAL parents.<br/>To ensure that children with specific difficulties have their needs catered for</p> | JL/JE       | 2016-2017       | <ul style="list-style-type: none"> <li>• Relevant leaflets, e.g. attendance and safeguarding, to be translated into several languages.</li> <li>• When necessary, access relevant services and resources required to enhance children's engagement with the curriculum.</li> </ul>                                                                                  | Approx £500                                         | <p>Parents with little English are informed about the relevant procedures within school.</p> <p>Children with specific difficulties can access the curriculum</p>                                                                                                                                                                                                                              |