

St Patrick's Catholic Primary School



Accessibility plan

Approved by: Full governing Body

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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.

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.

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 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.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

3. 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.

4. Action plan

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

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
SHORT TERM	Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT/Site Manager	Enabling needs to be met where possible.	In Progress
	Ensure visually stimulating environment for all children	Increasing sensory, friendly classroom environment. Keeping a uniform approach throughout the school	Ongoing	Teaching and non-teaching staff / SENCO / EAL	Sensory environment maintained.	In Progress / part completed
	Ensuring all children with SEND are able to be involved.	Create personal plans for SEND children as part of Access/care plan process. Include questions in the confidential pupil information questionnaire about parents/carers access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff / SENCO / EAL	Enabling needs to be met.	

<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>With immediate effect to be constantly reviewed</p>	<p>Head Teacher SENCO</p>		<p>In Progress</p>
<p>Ensuring parents with a disability have every opportunity to be involved</p>	<p>Utilise disabled parking spaces for disabled to drop off & collect children</p> <p>Arrange interpreters from the RNID to communicate with deaf parents</p> <p>Offer a telephone call to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to identifying the access requirements of parents with a disability.</p>	<p>With immediate effect to be constantly reviewed</p>	<p>Whole school team / EAL</p>	<p>To ensure that parents with a disability are not discriminated against and are encouraged to take interest and be involved in their child's education</p>	<p>In Progress</p>

<p>Improve signage and Lighting around site</p>	<p>Replace external light bulbs immediately when blown out</p> <p>Install new security lighting to improve visibility in poorly lit areas of school grounds</p> <p>Full site survey of signage and get appropriate colours/styles and symbols for signs and replace temporary ones</p> <p>Make more visible to enable access to the reception from car park</p>		<p>Site Manager</p> <p>Site Manager</p> <p>Headteacher/SENCO/Site Manager</p>	<p>Access around the site easier for all.</p>	<p>In Progress</p>
<p>Disabled access parking bay needs re painting to reception</p>			<p>Site Manager</p>	<p>Easy access from car park to reception for wheelchair users.</p>	<p>In Progress</p>

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
MEDIUM TERM	Improve access into EYFS building.	Consider ramp for reception door entrance.		Headteacher/SLT/ Site Manager	Access around the site easier for all.	To be reviewed
	Improve access into infant building classrooms.	Look at ramping up to the fire exits throughout the KS1/KS2 building		Headteacher/SLT/ Site Manager	Access around the site easier for all.	
	Improve access into main reception in Junior building	Create a more accessible reception desk for parents visitors and children to use.		Headteacher/SLT/ Site Manager	Better access to main reception.	

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities, Using Budget planned over long term.	Ongoing	Whole school approach	Inclusive child-friendly play areas.	In Progress
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters	Ongoing	SLT/Site Manager	Minimise accidents	In Progress
	Ensure all fire escape routes are suitable for all	Request advice from Building Surveyor and Fire Officer on accessibility of exit routes and fire doors Use Fire audit to ascertain any requirements highlighted Install ramps to make level egress on all fire exits Alter the fire doors to make them accessible to disabled people	Ongoing	Governors/SLT/ Site Manager	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.	In Progress/completed

5. Monitoring arrangements

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

This document will be reviewed every **3** years, It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

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

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

This accessibility plan will be approved by the governing board.

6. Links with other policies

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