

St. Mary's Catholic Primary School



**Together in Jesus' footsteps, we learn, love
and grow to be the best that we can be!**

Accessibility Plan

St. Mary's Catholic Primary School – Accessibility Plan

Document History

Issue	Author	Date
1	C. Russell	May 2018
2	C Russell	Sept 2019
3	C. Russell	July 2022

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The Gospel values which underpin all that we do and all that we are at St Mary's Catholic Primary School stress that we should treat everyone equally and that in God's eyes we are all his children and should be treated the same.

We value all members of our school family, pupils, staff, parents/ carers etc. and strive hard to ensure that each is treated with respect

Through our aims, curriculum and our daily interactions with each other, we help the children to value and celebrate difference and diversity which we believe adds richness to our lives

Introduction

On 1st October 2010 the Disability Discrimination Act 1995 (DDA), along with a range of other discrimination laws, was replaced by the Equality Act 2010 in England, Wales and Scotland (in Northern Ireland the DDA is still the law). The Equality Act covers all the provisions in the Disability Discrimination Act as well as some additional protection from indirect discrimination, discrimination arising from disability and discrimination on the basis of association or perception.

This plan is drawn up in accordance with the planning duty in the Equalities Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

You are disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- ***People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.***
- ***For a mental impairment the need for it to be clinically well recognised has been removed.***

"From September 2002, it is unlawful for schools and Local Authorities to discriminate against disabled pupils in their admissions and exclusions, education and associated services"

Key Objective

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The Accessibility Plan is listed as 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. The review process can be delegated to a committee of the Governing Body, an individual or the Head

Principles

Compliance with the Equality Act 2010 is consistent with the St. Mary's aims and Equality Policy, and the operation of the AEN policy.

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St. Mary's recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to publish an Accessibility Plan.

St. Mary's recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.

St. Mary's provides all pupils with a broad and balanced curriculum, differentiated to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Aims and Objectives

St Mary'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 developing a culture of inclusion, support and awareness within the school.

We welcome all pupils, including those with disabilities, and we encourage them to fully participate in all aspects of school life by:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama;
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate;
- setting oversubscriptions policy for admission to school whose criteria does not discriminate against pupils with disabilities or treat them unfairly;
- designing teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- planning the physical environment of the school to cater for the needs of pupils with disabilities;
- raising awareness of disability amongst school staff (teaching and non-teaching);
- by providing written information for pupils with disabilities in a form which is user friendly;
- by making staff and pupils aware of the importance of language;
- by using language which does not offend;

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- by examining library and reading books to ensure that there are examples of positive images of disabled people.

We recognise that we must:

- fulfill our duty under the Equality Act 2010;
- ensure that we do not treat disabled pupils less favourably;
- ensure that we take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty);
- ensure that the school governors publish Accessibility strategies and plans.

Overall Planning Duty

There are three main strands of planning duty.

Increase the extent to which disabled pupils can participate in schools' curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

To improve the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils. In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

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. Similarly if a emerging need is identified the Plan may need to be amended to take account of this. At the end of

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each year the actions will be evaluated and reported to governors and posted on the website. 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.

Improve the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' parents preferred formats.

In order to identify actions which are required to ensure equity, we will consider the following:

- The physical environment
- Resources available/required
- Individual needs
- Any emerging issues

From the audit undertaken an Accessibility Action Plan is drawn up and will be published on the school website. The Accessibility Plan will be form a part of the agenda of the Governor Finance and Premises Committees.

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

It will be monitored by the Headteacher, ALNCo and ALN Governor and progress reported regularly.

Action Plan 2022-2025

The DDA's fundamental **definition** of a disabled person is someone who has '**a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.**' Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means has lasted or is likely to last more than 12 months.

Access Physical Environment					
	Targets	Strategies	Outcome	Timescale	Goal Achieved
2022-23	<p>Improve provision for all those with a disability.</p> <p>All disabled pupils, adults and visitors can be safely evacuated.</p> <p>Classroom environment is suitable for learners with hearing/ visual impairment.</p> <p>Improve signage at the front of the school – increased size and access.</p>	<ul style="list-style-type: none"> • To enlist the support of disabled parents/carers. • To compile a register of Disabled pupils and their needs to ensure that adequate provision re accessibility is in place. • To set up a register of disabilities of Family members and their needs to ensure that adequate provision re accessibility is in place (DNOF register) • Ensure all PEEPs are in place and reviewed for any disabled pupils. • Take advice from visual & hearing-impaired teams and make changes to the physical environment. • Purchase from supplier. 	<p>Parent/ carers involved in consultation process</p> <p>Pupil register set up and shared with staff</p> <p>DNOF register set -up and shared with staff</p> <p>Safe evacuation of pupils in the event of fire/ emergency.</p> <p>Learners have equal access to the learning environment</p> <p>Signage accessible to all.</p>	<p>By Dec 2022</p> <p>By Dec 2022</p> <p>By October 2022</p> <p>April 2023</p>	
2023-24	<p>To ensure that the redecoration programme complies with DDA Regulations.</p>	<p>To discuss with decorators the need for door frames etc. to comply with the guidance to assist the visually impaired i.e. contrasting degree of colour for all woodwork.</p>	<p>Paintwork on doors to have a suitable degree of contrast</p> <p>Improved physical accessibility for visually impaired.</p>	<p>By July 2023</p>	

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2024-25	All IT software and resources are adapted for use by people with hearing/ visual impairment.	<ul style="list-style-type: none"> Audit equipment and purchase upgrades as required. 	All learners can access IT equipment.	By July 2025	
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Access to the Curriculum					
	Targets	Strategies	Outcome	Timescale	Goal Achieved
2022-23	<p>To continue to ensure that school visits and outdoor venues are suitable for all pupils including those with disabilities.</p> <p>Learners with visual/ hearing impairment are able to access the curriculum.</p> <p>All learners with dyslexia and literacy difficulties can access the curriculum.</p>	<ul style="list-style-type: none"> Staff discussion to ensure suitability of the venues used. Plan for alternative activities where some aspects limit access. Plan additional provision required for disabled pupils to have access. Take advice from Visual & hearing Impairment Teams and implement recommendations. Training for staff and reviewing classrooms. Purchase new resources as required. Make changes to classrooms to ensure all learners can make good progress. 	<p>All pupils are able to access all school trips and take part in a range of planned activities.</p> <p>Visually and hearing impaired learners can access the curriculum with increasing independence.</p> <p>All learners with literacy difficulties can access the curriculum.</p>	<p style="text-align: center;">By Jan 2023</p> <p style="text-align: center;">By Oct 2022</p> <p style="text-align: center;">By Feb 2023</p>	
2023-24	To monitor and track pupils with disabilities.	<ul style="list-style-type: none"> To revise assessment procedures to include the progress of disabled pupils. To discuss with staff the need to ensure that we track the progress of the pupils to ensure that they are not disadvantaged. 	The following school documentation Governors AGM Report, End of Key Stage Assessments SIP and Target Setting to include an analysis of disability.	By July 2021	

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<p>2024-25</p>	<p>Revisit and revise the plan and ensure that all staff are aware of their respective roles and responsibilities</p>	<ul style="list-style-type: none"> • Staff INSET to be held in house. • Revisions of plan made where appropriate. • Policies amended as required • INSET for especial areas highlighted and provided. 	<p>Continued good practice with regards to issues of Disability equalities</p>	<p>By July 2025</p>	
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