

# Accessibility plan

St Patrick's Catholic Voluntary Academy



**Approved by:**

Headteacher

**Date:** September 2022

**Last reviewed on:**

September 2023

**Next review due by:**

September 2024

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## 1. Aims

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

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 Voluntary Academy our core values are peace, success, respect and teamwork.

We will treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and achieve their potential.

We aim to:

- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.
- help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.
- to ensure that everyone, whatever their needs and capabilities, is included and catered for.
- to value each individual and recognise and respond to the needs of all children.

The Accessibility 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.

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

## 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 replaced all existing 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".

The Equality Act 2010 defines an individual as disabled if:

- (a) he or she has a physical or mental impairment, and

(b) 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.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>St Patrick's offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access a broad and balanced curriculum fully.</p>	<p>Review expectations regarding children with SEND and their access to a broad and balanced curriculum to ensure that the curriculum accessible for all pupils.</p>	<p>Curriculum redesign by Curriculum Lead and SENDCo.</p> <p>Observations to be carried out within classes to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO including of Assessment data.</p> <p>SENDCo will liaise with external professionals to incorporate strategies and support within classrooms and around school for children who require specific equipment and adaptations.</p> <p>Pupil voice gathered reflects children's</p>	<p>Class Teachers</p> <p>SENDCo</p> <p>Subject Leads</p> <p>Curriculum Led</p> <p>Head teacher</p>	<p>Ongoing</p>	<p>All children, regardless of need or disability will be able to safely access a broad and balanced curriculum, achieving their full God given potential using and recognizing their talents.</p>

			thoughts and opinions regarding accessing the curriculum/ school life.			
	The curriculum (including PE) is reviewed to make sure it meets the needs of all pupils.	The Curriculum Lead will carry out a Curriculum Review to ensure that we are meeting the needs of all pupils and that disabled pupils can take part equally in whole school events, lunch time and after school activities.	Curriculum redesign by Curriculum Lead and SENDCo to ensure the curriculum and events can be adapted to include all children. Discussions with subject lead/ after school staff and lunch time supervisors. PE led will develop relationship and support from external PE agency Links. PE bought scheme 'Primary PE' to support with accessibility adaptations.	PE lead Lunch Time Supervisors After school staff (including external visitors). Class Teachers SENDCo	Ongoing	The curriculum meets the needs of all pupils and all pupils feel able to participate equally in out of school and during lunch time activities.
	All school visits and trips need to be accessible to all pupils.	All pupils will be able to fully participated in visits and trips.	Risk assessments to ensure that all children, including children with physical disabilities can access trips. Trip organisers (with the support of the SENDCo) will ensure that venues and means of transport are vetted for suitability	Class Teachers SENDCo	Ongoing	All pupils are able to fully participated in visits and trips.

			<p>and accessibility.</p> <p>SENDCo will ensure that staff are full briefed and supported with regards to meeting the SEND needs of children.</p>			
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Resources required to teach and support a broad and balanced curriculum are regularly reviewed, audited, ordered and used to support all pupils, regardless of need access the curriculum.</p>	<p>Training and induction for new staff, including medical.</p> <p>SENDCo has a budget to purchase consumable items.</p> <p>Requisition process in place for staff to make requests for resources.</p> <p>SENDCo and Class Teachers work with outside agencies e.g. SALT, EP, OT to identify resources which would or will be required or beneficial.</p> <p>All staff include a range of curriculum resources which include examples of people and families from a wide variety of backgrounds including examples of people with disabilities. 'Just like me.'</p>	<p>Business Manager</p> <p>Class Teachers</p> <p>SENDCo</p>	<p>Ongoing</p>	<p>All children are able to access the broad and balanced curriculum through adaptations made to teaching and resources.</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Curriculum progress is tracked for all pupils, including those with a disability, with appropriate targets set demanding high expectations.</p>	<p>Staff have access to training at regular meetings.</p> <p>Implementation and use of the Birmingham Toolkit to measure progress.</p> <p>Assessment process introduced and becoming more embedded through staff training and demands.</p> <p>Assessment data drop termly.</p> <p>Pupil progress and review meetings where vulnerable and SEND children are identified and discussed.</p> <p>Termly report to and challenge from the Governors regarding SEND and vulnerable children's progress and attainment.</p>	<p>Class Teachers</p> <p>SENDCo</p> <p>Assessment Lead</p> <p>Head teacher</p>	<p>Ongoing</p> <p>Termly assessment data drops</p>	<p>All children, regardless of need have appropriate targets, reflecting high expectations set, monitored and progress is evaluated with next steps identified.</p>
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>To be aware of the access needs of disabled children, staff, Trustees and parents/ carers and to adapt the environment to the needs of all as required. This includes but is not extensive of:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Hand rails</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>To ensure that school staff are aware of access issues to and from.</p>	<p>To create access plans for individuals as needed.</p> <p>To ensure staff and stakeholders can access areas of school.</p> <p>Annual reminder to parents and carers through news letter to let us know if they have problems with access to areas of school.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed is someone at school (pupil or adult) becomes physically impaired.</p> <p>Disabled members of staff and visitors have a place to park in the school grounds, near to the school building.</p>	<p>Class Teachers</p> <p>Office Staff</p> <p>Business Manager</p> <p>SENDCo</p> <p>Caretaker</p>	<p>On-going</p>	<p>All stakeholders are able to access the school building.</p> <p>Continual monitoring to ensure any new needs arising are met.</p> <p>PEEPS are prepared and reviewed as individual needs change.</p>
	<p>To maintain access to the physical environment.</p>	<p>Maintain safety for visually impaired people.</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</p> <p>Check exterior lighting is working on a regular basis.</p> <p>Put black/ yellow tape on poles at the end of play equipment to help visually impaired children, if</p>	<p>Class Teachers</p> <p>Office Staff</p> <p>Business Manager</p> <p>SENDCo</p> <p>Caretaker</p>	<p>On-going</p>	<p>SENDCo and Business Manager/ Office Team engaging with stakeholders (e.g. parents and pupils) Acting upon advice from the Teacher for the Visually impaired.</p>

			appropriate. Check fire alarm activation regularly.			
	To maintain access to the physical environment, ensuring that there are enough fire exits around school that are suitable for people with a disability.	Maintain safety for people with a disability.	Daily health and safety checks of the school and its surroundings. Ensure staff aware of need to keep fire exits clear.	Headteacher Class Teachers Office Staff Business Manager SENDCo Caretaker	Daily	All disabled personnel and pupils have safe exits from school.
	To maintain safe whole school evacuation for people with a disability.	To ensure safe whole school evacuation.	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency, where all staff are aware of their responsibilities	All Staff	On going	All physically disabled personnel and pupils can be safely evacuated.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
To improve the delivery of information to pupils with a disability as necessary.	Through communication and collaboration, our school will use a range of appropriate communication methods to ensure information is accessible.	This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	Annual gathering of FS2 new starter pupil paperwork will highlight potential pupil need.  Annual discussion with parents/ carers at new starter events (FS2).  Termly discussions during SEND Reviews for pupils on the SEND Register.  SENDCo will liaise with Teacher for the Deaf on a child by child basis.  SENDCo will liaise with Teacher for the Visually impaired on a child by child basis.	SENDCo Business Manager Office Staff Class Teachers	On going	Children and stakeholders will receive the information required regardless of disability, as necessary.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and Business Manager (yearly).

It will be approved by Mrs. SM McKeown, Headteacher.

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

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report and policy
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to KS1 and KS2 with steps.	Lift already in place. Annual maintenance checks to occur.	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Ongoing
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Doors replaced and accessible for all.	Site Manager	On going
Emergency escape routes	Label well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site Manager	On going