



01.10.2023

# Accessibility Plan 2023

## St Patrick's Catholic Primary School



Date: October 2023

Review: Every three years

Responsibility: Mrs J Gill (Headteacher)



## Accessibility Plan

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ACCESSIBILITY PLAN 2023 – 2026

## 1. Vision Statement

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 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 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 may be delegated to a member of the Local Governing Committee, an individual member of staff or the Headteacher. At St Patrick’s Catholic Primary School, aspects of the plan may form part of the school improvement plan and will be monitored by the Headteacher and evaluated by the Local Governing Committee. The current Plan will be appended to this document.

At St Patrick’s Catholic Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The St Patrick’s Catholic Primary School Accessibility Plan is based upon information supplied by the Local Authority, and consultations with pupils, parents, staff, and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

- 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 (Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 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 regarding disability and to developing a culture of inclusion, support, and awareness within the school.
- The St Patrick’s Catholic Primary School 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 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 timeframe;

- 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 period.
- The St Patrick’s Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, wider educational offer (including before and after school provision) and written information.
- Whole school training will recognize 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:
  - Asset Management Plan
  - Behaviour Management Policy
  - Curriculum Policy
  - Critical Incident Plan
  - Equal Opportunities Policy
  - Health & Safety Policy
  - Equality Plan
  - School Prospectus
  - School Improvement Plan
  - Special Educational Needs Policy
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Local Governing Committee. It may not be feasible to undertake all the works during the life of this accessibility plan and, as new pupils enter the school, needs may change, therefore items will roll forward into subsequent plans.
- An accessibility audit will be carried by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.
- Equality Impact Assessments will be undertaken as needed when school policies are reviewed. The terms of reference for the Local Governing Committee 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 effectiveness of the Accessibility Plan will be monitored through the Headteacher’s Report to the Local Governing Committee.
- The school will work in partnership with BWCET and the Local Authority in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## 2. 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.

Our objectives are detailed in the Action Plan below.

## 3. Current good practice

We aim to ask about any disability or health condition 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 a survey of parents’ views, or in conjunction with a letter home about a parents’ evening. We meet regularly with parents and carers to ensure provision is appropriately adapted to meet the needs of the child.

## **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access.

## **Curriculum**

There are few areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present challenges, for example: PE for pupils with a physical impairment, science, and technology for pupils with visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying; peer relationships; policies on the administration of medicines; the provision of personal care; the presence or lack of role models or images of disabled people. In effect, all school policies, and procedures, written and unwritten. Provision is planned carefully with the head teacher, SENCO, class teacher and parents and carers to ensure children access the curriculum with suitable adaptations to meet their specific needs.

## **Information**

Different forms of communication are made 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 available for disabled pupils, parents and staff if required.

## **4. Access Audit**

The school is a predominantly one-story building with wide corridors and several access points from outside. EYFS and KS1 areas are all on the ground floor. All KS2 classrooms are on the ground floor. Two small offices are located on the second floor. Children very rarely access these and are always supervised. The hall is on the ground floor and is accessible to all. On-site car parking facilities are close to the main building and are available upon request. Most entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

## **5. Management, co-ordination and implementation**

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

## ACTION PLAN

**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	To liaise with parents and alternative nursery providers to review potential intake for Sept.	To identify pupils who may need additional to or different from provision for Sept intake.	April to September annually.	HT SENCO EYFS Lead	Procedures, equipment and ideas set in place by September each year.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	To be completed by September annually.	HT DHT SENCo Teachers	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with parents.	To ensure collaboration and sharing between school and families.	Ongoing throughout the school year.	HT All Teachers	Clear collaborative working approach.
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy, or mobility issues.	To ensure collaboration between all key personnel.	Ongoing throughout the school year.	HT TAs Outside agencies	Clear collaborative working approach.
	To ensure full access to the curriculum for all.	Outside Play visits. Support from specialist advisory teachers. Relevant CPD for all staff. A differentiated curriculum with adaptations and support offered. To ensure assessment procedures are in line with the statutory guidelines published by the Standards and Testing Agency. Multimedia activities/ interactive ICT equipment. Specific OT equipment.	Ongoing dependent on pupils and emerging needs	HT DHT SENCo Teachers Educational Psychologist	Advice taken and strategies evident in classroom practice.  SEND children supported in accessing the curriculum.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	<p>To promote the involvement of disabled students in classroom discussions and activities.</p> <p>To take account of variety of learning styles when teaching.</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate): wheelchair access, enlarged and modified test papers and worksheets and elevated work stations where necessary for children who are visually impaired. Providing adapted tasks or support to enable disabled pupils to participate successfully in lessons.</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. Assemblies, displays and celebration of pupils' achievements.</p>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long term short- and long-term targets annually.	See above	Annually	SLT Subject leaders Governors	All children making good progress.
	To deliver findings to the Governing Body.	LGC meetings	Termly	HT SENCO Link governor	Governors fully informed about SEN provision and progress.

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	Improve physical environment of the school.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements or refurbishments - such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensuring all with a disability can be involved.	Create access plans for individual disabled children as part of a Support Plan process. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.	Ongoing  Survey annually	All staff SLT SENCO	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	SLT Occupational Health External Agencies	The medical needs of all pupils are met fully within the capability of the school.
	Ensuring parents with disabilities have every opportunity to be involved	Make available suitable parking spaces for parents with disabilities to aid the drop off and collection of their children. Arrange interpreters from the RNID to communicate with deaf parents. Offer a telephone call to explain letters home for parents who need this. Adopt a proactive approach to identifying the access requirements of parents with disabilities.	Ongoing	All staff.	Parents with disabilities are not discriminated against and are encouraged to take interest and be involved in their child's education.



	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links.	School to continue to have strong links with schools in the LA and the wider community.	Ongoing	All staff	Improved awareness of disabilities/the wider community of Consett and their needs improved.
	Ensuring parents and family members with disabilities have every opportunity to be involved and visit the school.	Make available suitable parking spaces for parents with disabilities. Offer access points. Designated space at performances provided for wheelchairs.	Ongoing	All staff	Parents with disabilities can drop off and collect their children, attend in school performances and activities.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages and newsletters. Premises staff daily walk through to check for hazards and address. Work with BWCET to improve outside environment.	Ongoing	HT SLT LGC Caretaker	School is accessible and accident incidents are low.

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To ensure all children with SEND have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for SEND children.	Ongoing – termly meetings with parents.	All staff to be aware.	SEND children able to access curriculum.
	To enable improved access to information for parents with hearing impairments.	Regular communication with parents Interpreter provided for parents’ evenings/annual reviews.	Ongoing	All staff to be aware.	Written communication is readily available.
	To enable improved access to written information for	Investigate symbol software to support learners with reading difficulties.	Ongoing	SLT Admin staff	Written communication is readily available.

	pupils, parents, and visitors.	Raising awareness of font size and page layouts will support pupils with visual impairments.			
MEDIUM TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To review children's records ensuring school's awareness of any disabilities.	Transition meetings with nurseries and feeder high school. Records passed up to each class teacher with an annual transition meeting. Support Plan meetings. Medical forms updated annually for all children. Personal health plans. PEEPs reviewed regularly to reflect needs. Significant health problems – shared with staff who work with child and information stored in first aid file.	Annually	Class teachers Outside agencies SLT Office staff Designated First Aid Staff	Each teacher/staff member aware of disabilities of children in their classes.
LONG TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	HT SENCO	Effective communication of information about disabilities throughout school.