



St Patrick's Catholic Primary School

Accessibility plan 2018-2021

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how St Patrick's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils. 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

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.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how St Patricks Catholic Primary School will address the priorities identified in the plan.

The plan is valid for three years 2018 - 2021. It is reviewed annually.

Approved by: Full Governing Body

Date: 9th July 2020

Next review date: July 2021

Section 2: Aims and objectives

Our aims are to:

- 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

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	St Patricks Catholic Primary School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	To ensure the curriculum is accessible to all	All staff to ensure that learning is accessible to all when planning programmes of work.	SENCO	Ongoing	Children of all ability are making progress and enjoying their learning.
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	To ensure that the learning environment is available to all children.	SLT, class teacher and SENCO to regularly review needs of children with physical needs.	SLT SENCO	Ongoing	All children can access equipment and areas of the school that help with their learning.

	Currently there are steps from the main school, to the early years classrooms.	To improve the access into the EYFS for all.	School plans to improve access to designated EYFS over successive financial years.	SLT Governors	On going	Improved access to EYFS for people in wheelchairs.
Improve the delivery of written information to pupils	Signage around the school	To improve signage around school including visual clues to aid visually impaired and EAL	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENCo	On going	Signs to be used around school to identify the use of individual rooms.

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Both KS1 and KS2 are one storey New mezzanine will involve steps	Monitor access for staff and children	SLT	Annual
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.		Site manager SLT	Annual
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	July 2020