



Accessibility plan

Name of School	St Edward's Catholic Primary School
Policy review date	January 2021
Date of next review	January 2024
Who reviewed this policy?	Ms D. Tatnell
Date approved by Governing body	

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.

Our school strives to be an inclusive school, engendering a sense of community and belonging through its:

- Catholic ethos in a multi-cultural area
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and appropriate targets for all pupils.

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 supports Newham's definition of disability to be:

"A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. As such this includes a number of pupils with Special Educational Needs and a number of others who do not.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan

The Accessibility Plan was initially developed after consultation between the Head Teacher, SLT and SENCO. It was presented to all members of staff, both teaching and non-teaching as it is important that all staff are aware of their responsibilities and embrace them fully.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

4. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and Inclusion
- Behaviour
- Educational Visits
- School Development Plan
- Critical Incidents Plan
- Fire Evacuation Plan

5. Action plan

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

1. Increase access to the curriculum for pupils with a disability				
CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Our school offers a differentiated curriculum for all pupils including personalised curriculums for our pupils with complex needs</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>To standardise the quality of work stations and use of portable visuals for our pupils with SEN</p> <p>To make reasonable adjustments by providing specific/specialist resources e.g., communication systems such as visuals or ipads</p>	<p>Leadership time to monitor</p> <p>Dedicated space in the classroom</p> <p>TA time to produce standard packs</p> <p>Class Teachers to ensure work stations and use of resources are incorporated into day-to-day practice</p>	<p>SLT</p> <p>Inclusion Manager</p> <p>TA</p> <p>Class Teachers</p>	<p>All staff and children to use visuals appropriate to learning need e.g., visuals for transitions between activities and around school.</p> <p>All appropriate staff and pupils to use resources effectively</p> <p>Pupils are able to access the curriculum according to their level of need.</p>

2. Improve and maintain access to the physical environment

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Lifts Corridor width Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 	<p>To incorporate a disabled parking bay within the new parking arrangements</p> <p>To provide a space for pupils with SEND to develop and engage their senses</p>	<p>Ensure new parking bays are allocated appropriate disabled parking bays.</p> <p>Allocate a dedicated area for a sensory and soft play area</p> <p>Plan and cost for the building of the areas</p>	<p>Head Teacher</p> <p>School Business Manager</p> <p>School Business Manager</p> <p>Governors</p> <p>Inclusion Lead</p>	<p>Dedicated parking space for adults with disabilities</p> <p>A full resourced sensory room and soft play area used by pupils with sensory input needs</p>

3. Improve the delivery of information to pupils with a disability

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Ping Website Involvement of the Local Authority's Sensory Services Large print resources/ Braille when appropriate 	<p>To continue to update and maintain a relevant "school offer"</p> <p>All staff to be aware of Public Equalities Act and its implications</p>	<p>Regular review pupil's additional needs to ensure appropriate provision is provided</p> <p>Ensure Inclusion page on school website is update and accurate</p> <p>Staff meeting to disseminate information about Equalities Act and targets set</p>	<p>Inclusion Lead SLT</p> <p>Inclusion Lead SLT</p>	<p>Provision is accurately matched to meet the additional needs of all learners</p> <p>All staff are aware of the Disability Act and its implications for teaching and learning</p> <p>All new staff will be made aware of the Disability Act as part of induction</p>