St Catherine's Catholic Primary School

"Loving and Learning Together as Jesus taught us"

Accessibility Plan 2024-2027

Date of policy review: October 2024
Next review: October 2027

ST. CATHERINE'S CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN POLICY

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

1. St. Catherine's Catholic Primary School Accessibility Plan Policy has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the 3 year period ahead of the next review date. This plan was updated in June 2020 and reflects the new statutory requirements for the setting of Equality Objectives.

2. We are 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.

3. St. Catherine's Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 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 school 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 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, text messages, emails, link to school website and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

5. 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.

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

   - Teaching and Learning Policy
   - Staff Handbook
   - Code of Conduct
   - Health & Safety Policy
   - Special Educational Needs and Disability Policy
   - Behaviour Management Policy
   - School Improvement Plan

7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. 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 on-going period.

8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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

Role of the Governing Body

The Governing Body has:

delegated powers and responsibilities to the Equal Opportunities Committee; (Catholic Life Committee)

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:

  - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
  - treat disabled pupils less favourably
  - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility to endorse the key principles in the National Curriculum 2014 framework which underpins the development of a more inclusive curriculum by:

  - setting suitable learning challenges
  - responding to pupil's diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils

- responsibility for ensuring that the school complies with all equalities legislation;
- nominating a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work closely with the Equal Opportunities Committee; (Catholic Life Committee)
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy

The Senior Leadership Team will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;

- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the Senior Leadership Team;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

The Role of Equal Opportunities within the Catholic Life Committee

The Equal Opportunities Committee will fully integrate disabled people into this school by:

- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be considered;
- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:

- identifying different kinds of disabilities
- appreciating the barriers disabled people experience
- supporting and interacting with disabled people
- empathising
- ensuring good lines of communication are in place with parents namely:

- newsletters
- weekly information letters
- school website
- annual pupil reports
- termly parent-teacher consultations
- curriculum evenings
- PTA events

- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identifying the training needs of school personnel;
- annually review this policy.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.
This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Senior Leadership Team, the Headteacher and the nominated governor/committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

St. Catherine's Catholic Primary School Accessibility Plan – 2024 to 2027: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	On-going	Increase in access to the National Curriculum.
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access.	On-going	Community will benefit by a more inclusive school and social environment.
Ensure all children on the SEN Support List have target.	Targets for children on SEN Support List.	Targets are up to date and form a key part of the planning process for all pupils.	On-going	Individual Education Plans are in place and are reviewed to support the needs of individual children.
Review TA deployment	In review meetings with teaching assistants direct their time to support specific children to support their access to learning.	Specific adult support is available during key times that individual children need support i.e. specific lessons, lunchtimes and PE lessons.	Reviewed annually	Children who need individual adult support to enable them to participate in activities.

St. Catherine's Catholic Primary School Accessibility Plan – 2024 to 2027: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan.

Refer to independent DDA Audit.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	COST (est.) £

St. Catherine's Catholic Primary School Accessibility Plan – 2024 to 2027: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	Delivery of information to pupils and parents/carers improved.
Make available school l newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	On-going	Delivery of school information to parents and the local community improved.

St. Catherine's Catholic Primary School Accessibility Plan – 2024 to 2027: Objectives

OBJECTIVE	WHAT	WHO/HOW	WHEN	OUTCOME
To ensure all teachers are following the Teaching & Learning Policy & SEND Policy.	All teachers need to ensure that they are using appropriate visual, auditory and kinaesthetic learning equipment.	Monitor by Senior Leadership Team (Includes Inclusion Leader) and Subject Leaders	On-going	Continual CDP training for staff in order to remove all barriers to learning.
Greater awareness of and confidence in supporting children with a range of learning difficulties especially those with SEND amongst all staff.	Identify areas where knowledge and skills base needs to be extended.	Inclusion Leader to monitor skill set and arrange CPD More highly trained staff in this area.	On-going	Better access to the curriculum for all children regardless of specific disabilities and difficulties.
To ensure that both areas inside and outside conform to the H&S guidelines	To access any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level.	LA representatives, head, staff, caretaker and governors to carry out risk assessments.	When required	All risk assessments carried out so far, this is on-going as it is responding to particular needs as and when they arise e.g. risk assessment personal plans. H&S Audit completed and achieved.
To ensure all staff differentiate their teaching and learning activities so that children with disabilities and difficulties can access the learning.	Inclusion Leader to monitor and liaise with all staff in order to identify training required.	HT & Inclusion leader to carry out or arrange relevant training.	When required	All personnel are trained in the relevant areas.
To update and review the accessibility plan on an annual basis.	Carry out an audit of the plan	Review plan ensuring all staff are aware of children with disabilities.	annually	Plan review annually
To improve provision for parents, visitors and children with disabilities including those with visual	Liaise with the appropriate outside agencies to seek advice and guidance.	Inclusion Leader (SENDCo) to liaise with agencies and to ensure staff receive the appropriate training	On-going	Disabled children to have equal access to curriculum and school site

and hearing impairments.		required in order to support the specific difficulties the child has.		
To ensure that all children regardless of any disability, have full access to a broad and balanced curriculum.	Curriculum in accordance with the SEND & Inclusion Policy where all children make progress.	HT & Inclusion Leader/SENDCo to ensure that differentiation is in place in accordance with SEND & Inclusion Policy and monitor intervention. Training for all staff in effective differentiation for support programmes.	On-going	Inclusion Leader & SENDCo to monitor and obtain appropriate evidence.