

Accessibility plan

St Matthew's Catholic Primary School



Approved by:	Headteacher, SENDCo and Teachers	Date: 28/06/22
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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.

St Matthew’s Mission Statement is central to the life of the school:

‘Welcome to our happy school, where everyone is valued and given the opportunity to ‘let their light shine.’ With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment.’

St Matthew’s is part of Bishop Chadwick Catholic Education Trust. Their values are as follows:

“As a family of schools inspired by Christ, we aim to enable each individual to fulfil their God given potential. Excellence for everyone through learning, respect and partnership is at the heart of our Trust”.

The **values** of our family of schools are:

- Excellence
Achieve excellence in everything we do.

 - Respect
Created in the image of Christ and treated with equity and fairness.

 - Community
One spirit, one community, one team.

 - Gifts
Support and encourage all members to enable them to fulfil their potential.

 - Aspiration
Supporting people to be the best they can be, ensuring that the needs of every individual are met.

 - Celebration
Recognition and acknowledgement of all our successes.
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The 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, the complaints procedure sets out the process for raising these concerns.

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

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. Action plan

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

AIM	CURRENT PRACTICE	GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1. Increase full access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 		To reduce and eliminate barriers across the curriculum to ensure full participation in the school community for pupils and prospective pupils with a disability.	<ul style="list-style-type: none"> • To review all statutory policies to ensure that they reflect inclusive practices and procedures • Curriculum resources to be purchased to include examples of people with disabilities • To liaise with nursery providers to review potential intake for September and identify strategies/receive copies of specialist reports 	Headteacher/SENDCo	Ongoing	All policies to clearly reflect inclusive practices
					Headteacher/SENDCo	Summer 2023	Range of resources to be used in school
					Early Years teacher	Summer 2022	Procedures/equipment needed for any additional needs by September.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To improve the safety and physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 		To allow all children safe access to the school environment.	<ul style="list-style-type: none"> • Emergency exit directions, signage and information signs to be clearly visible from standing or sitting position • Fire evacuation plan for the school building to ensure disabled persons can use fire exits • Temporary ramp to be purchased to ensure accessibility for all entrances/exits • Create access plans for individual disabled children as part of SEND support plan process 	Headteacher/Governors	Summer 2024	Improved, safer and simplified instructions
					Headteacher/Caretaker/Governors	Autumn 2022	Legal fire exit plan in place with disabled persons information
					Caretaker/Headteacher	Spring 2023	Ramp to be purchased and accessible for staff to use
					SENDCo	Ongoing	Plans to be in place as necessary

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils and parents with a disability</p>	<ul style="list-style-type: none"> • Regular verbal communication with parents to ensure they get the messages • Information collected about new children and records passed up • Annual reviews, SEND meetings, SEND support plans, updated medical plans 		<p>To ensure that all parents and pupils can access all relevant information with ease.</p>	<p>Consider a variety of communication methods to make sure information is accessible such as:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Auditory access to information as well as visual • Invite responses from parents regarding improving communication • Coffee morning with SEND parents • Ensure classrooms can accommodate the learning of children with disabilities e.g. hearing, sight impairment, autism and physical disabilities 			<p>Range of communication resources to be put in place and reviewed by parents and governors</p>

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 Headteacher.

It will be approved by the Local Governing Committee

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 (SEN) information report
- › Supporting pupils with medical conditions policy