



St. Anne's Catholic Primary School

Accessibility Plan

Our School Mission Statement:

Each one of us is unique

Each one of us is special

Because we are created by God's love.

May God's love shine on our lives

As we care and share and learn together.

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Saint Anne's manages the accessibility of our school for disabled pupils. Saint Anne'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. Saint Anne's school building was a new build in 2010 and therefore all necessary measures were implemented linked to the Equality Act 2010 regarding the physical building.

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 plan 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.

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
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School Brochure/ prospectus and Mission 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 Saint Anne's will address the priorities identified in the plan. The plan is valid for two years 2022-2024. It is reviewed annually.

Approved by: Mrs. Maria Salt

Date: September '23

Next review date: September '25

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 individual curriculums where these are specified

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

1. Leading and monitoring the disability equality scheme

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Staff meetings Governing Body meetings	Head Teacher Governing Body staff	Governor minutes
Review and update school accessibility plan	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	Head Teacher SEN coordinator Governing Body staff	Governor minutes
The DES will be monitored and reviewed on an annual basis	Compliance with DES	Annual review alongside SEN policy		Head Teacher SEN coordinator Governing Body staff	Governor minutes
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	On going	Phase meeting Update SIMS Pupils' views survey	Phase Leaders Admin Team	

2. Promoting curriculum access for disabled pupils and adults

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Pre-trip visits	Teaching Staff Head teacher	Extra-curricular Log
School visits are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to all school visits	ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff Head teacher	Learning Walks
Training and awareness raising of disability issues for staff, governors , parents and pupils	Whole school community awareness of the issues relating to access within school	ASD training ongoing	Understanding of differing needs and disabilities	Head teacher	Training records Evidence of parental participation

Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	ongoing	Audit of need ICT equipment to meet needs Specialist support from outside agencies	Head teacher SEN Coordinator	Children have access to ICT equipment to help them with the recording of their work

3. Improving the physical environment of the school and its services

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	All children and adults in wheel chairs can access all parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises.	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	Head teacher SENCO	Resources Committee Health and Safety Walk rounds
Provide pathways to travel around the site. No areas in school only accessible by steps – all areas are accessible	All children and adults in wheel chairs can access all parts of the school		Specialist support from outside agencies	Head teacher	Resources Committee Health and Safety Walk rounds
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff	Head teacher All Staff SEN coordinator	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change

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4. Improving the quality of information for and about disabled pupils and adults

Provide information in a range of formats, including website access	Information to be shared can be found on website and in a range of formats	ongoing	Specialist resources and support from outside agencies	Head teacher Admin Team	Feedback indicates delivery of school information to parents/ carers /school community improved
Ensure that parents/ carers who have a disability can receive information and reports by an alternative method	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	ongoing	Specialist support from LA when needed Update Sims Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print	Head teacher Admin Team	Copies of information kept on file
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	ongoing	SIMS training Staff meeting Update SIMS Pupils' views survey	Headteacher Admin team SEN coordinator	Annual updates

