

Accessibility Plan



St Vincent's Catholic Primary School

The School Mission Statement

To love, serve and learn as Jesus shows us

DOCUMENT STATUS

<u>Drafted:</u>	<u>Last review:</u>	<u>Adopted by Governors:</u>	<u>Implemented:</u>	<u>Next review:</u>
June 2021	June 2021	July 2021	July 2021	July 2024

Aims of the Accessibility Plan

This plan outlines how St Vincent's Catholic Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	What	Who	When	Outcome	Review
Engagement in extra-curricular activities is not monitored	Monitoring of engagement in after school clubs for children with SEND	Headteacher SENCO	Autumn 2021	Management can evidence wider engagement of SEND children and can track any trends / issues	Summer 2022
Gaps in training for staff	Audit of staff SEND training and CPD as required	Headteacher SENCO Training providers	Autumn 2021	Staff members have the skills to support pupils with SEND	Autumn 2022
Views of parents / carers and children have not been gathered specifically in relation to SEND and accessibility since 2018	SEND parent survey SEND pupil survey (or separate this group within a whole school children's survey)	Headteacher SENCO	Autumn 2021	Pupils with SEND can access lessons	Spring 20XX

Planning duty 2: Physical Environment

Issue	What	Who	When	Outcome	Review
A small number of internal classroom doors are not wide enough for wheelchair access	Identify doors which are too narrow As appropriate, include widening of doors in building works If needed, relocate cohorts to a classroom which is accessible for wheelchair users	Headteacher, Maintenance Officer	Autumn 2021 As soon as building works allow As required	All areas of school are accessible to wheelchair users	Summer 2022
Signage around school is not accessible to those with visual impairment, other specific needs, or EAL	Update signs within and around school	Headteacher, Maintenance Officer	Spring 2022	Everyone can move around school independently	Summer 2022

Planning duty 3: Information

Issue	What	Who	When	Outcome	Review
Information about parent / carer needs with regards to accessing school or information needs updating	Audit of parent / carer needs to inform any action required	Headteacher SENCO Possible external advice and support	Autumn 2021	Parents and carers can access information and events without difficulty	Summer 2022