

# 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<br/>Governors:</u> | <u>Implemented:</u> | <u>Next review:</u> |
|-----------------|---------------------|----------------------------------|---------------------|---------------------|
| June 2021       | June 2021           | July 2021                        | July 2021           | June 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<br>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<br>SENCO<br>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<br><br>SEND pupil survey (or separate this group within a whole school children's survey) | Headteacher<br>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<br><br>As appropriate, include widening of doors in building works<br><br>If needed, relocate cohorts to a classroom which is accessible for wheelchair users | Headteacher,<br>Maintenance<br>Officer | Autumn 2021<br><br>As soon as building works allow<br><br>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,<br>Maintenance<br>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<br>SENCO<br>Possible external advice and support | Autumn 2021 | Parents and carers can access information and events without difficulty | Summer 2022 |