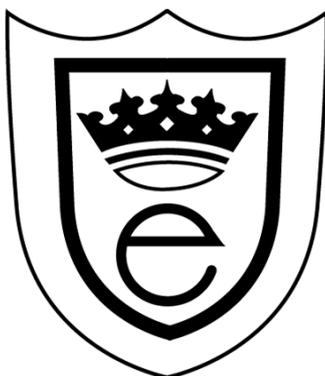# St. Elizabeth's Catholic Primary School

Accessibility Policy and Plan

School Mission Statement and Values

Our mission at St Elizabeth's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church and the Christian way of life.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" (John 13:34).

We seek to make St Elizabeth's School a secure, happy and inclusive environment that is a place:

- of the highest quality teaching and learning;
- of compassion, co-operation and reconciliation;
- where each child is seen and appreciated as a unique individual;
- in which every child's talents are developed and their needs met;
- where mistakes are learning opportunities;
- in which each child is empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;
- where we worship together, share our Christian witness, draw strength from our local parishes and serve our wider community.

Approved by: Finance, Premises, Health & Safety (including Safeguarding Committee)

Date: March 2019

Date for next review: March 2020

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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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

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

Aim	Current good practice _Include established practice and practice under development_	Objectives _State short, medium and long-term objectives_	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	_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 resources include examples of people with disabilities._ _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 ensure it meets the needs of all pupils._ _Staff are trained in meeting the needs of pupils with disabilities._ _The school works with external agencies: OT, Visual Impairment and Behaviour Support_	To increase the number of curriculum resources which include examples of people with disabilities. To improve the accessibility of printed resources for pupils with visual impairment.	Staff training to raise awareness. Purchase of IT software to enable aid the enlarging of font sizes. Teaching assistants to be trained in the use of IT to enlarge texts to agreed font sizes.	HT / SLT SENCO	September 2019 May 2019	Displays and resources show positive examples of people with disabilities. This is included in the Classroom Environment Policy Printed resources available in correct font sizes for pupils with VI.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • External ramped access to the building in KS1 and KS2 • Designated parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Most taps and flushes are on sensors • Luminous exit signs • Yellow lines on external steps • Handrails	To upgrade the sound system in the hall to aid pupils and members of the school community with hearing impairment. To provide a stair lift up to the Y1 and Y2 classroom.	Improvement works to be carried out to sound system Building works to be carried out when needed.	HT HT / SBM and Govs	September 2019 Not currently necessary	Improved quality of sound in hall for all users including those with hearing impairment. Pupils have access to Y1 and Y2 classrooms.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial representations	See target for large print resources above				

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Finance, Premises, Health & Safety (including Safeguarding) Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk Assessment policy
- Health and Safety policy
- Equalities Policy and Objectives
- Special Educational Needs (SEN) information report and policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				