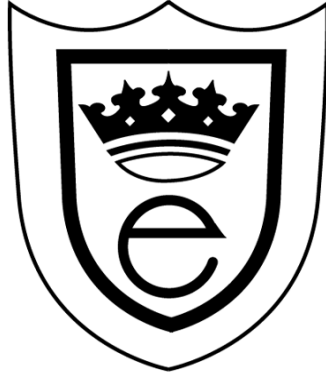


# St. Elizabeth's Catholic Primary School



## 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 all children are empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;

We value worshipping and celebrating together, sharing our Christian witness and drawing strength from and serving our local parishes and the wider community.

***Commitment to Equality:** We are committed to providing a positive school environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation.*

**Approved by: Full Governing Body**

**Date: November 2022**

**Date for next review: November 2024**

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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 is committed to equality and inclusion of all and aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our School Values which include Equality and Respect are integral to our school ethos.

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 pupils, parents, staff and governors.

## 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Staff are trained in meeting the needs of pupils with disabilities.</i></p> <p><i>The school works with external agencies: OT, SALT, Visual Impairment and Behaviour Support</i></p>	<p>To increase staff knowledge of the specific needs of the children they teach and use this knowledge to make the curriculum accessible and relevant</p> <p>To increase staff knowledge of adaptive technology to enable access to learning for all pupils</p>	<p>Staff training to raise awareness. of specific needs of the children they teach e.g VI</p> <p>Training in Clicker and routine use of Clicker</p> <p>Training in dictation tools and routine use of dictation tools</p> <p>Touch typing to be taught to remove barriers to writing and to increase success in written recording</p>	<p>All teachers All TAs /LSAs SLT</p> <p>SENCO Computing lead Classteachers</p>	<p>Each year according to the children's needs</p> <p>July 2023</p>	<p>Staff have the relevant knowledge to enable them to differentiate the curriculum to enable all children, but especially those with disabilities to make progress.</p> <p>Children with barriers to writing and reading have high success rate in written recordings using adaptive technology.as part of normal classroom practice.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>External ramped access to the building in KS1 and KS2</i></li> <li>• <i>Designated parking bay</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Most taps and flushes are on sensors</i></li> <li>• <i>Luminous exit signs</i></li> <li>• <i>Yellow lines on external steps</i></li> <li>• <i>Handrails</i></li> </ul>	<p>To improve accessibility of toilets and changing area.</p> <p>To provide a space for children with sensory needs, Speech, Language and Communication Difficulties or behaviour difficulties</p>	<p>To refurbish the disabled toilet to ensure it is accessible to all children and adults, with an emergency pull cord, external lock release and changing area.</p> <p>To enhance the 'Inclusion room' to create a sensory space with equipment to meet the needs of children with additional needs</p>	<p>HT and SBM</p> <p>SENCO, HT,</p>	<p>2023/24</p> <p>2022/23</p>	<p>Children and adults will have access to suitable toilet and changing facilities to be able to increase independence.</p> <p>Children will have a designated space within the school site to support their needs.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial representations</i></li> </ul>	<p>To increase the use of visual representations of material for pupils</p>	<p>Staff will use IT, Widgets, Clicker, visual timetables and images frequently within lessons and the wider life of the school.</p>	<p>Class teachers and TAs /LSAs</p>	<p>ongoing</p>	<p>Children can access the learning using visual representations to support language and understanding</p>

## **4. Monitoring arrangements**

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equalities Information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEND) information report
- 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				
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