

Accessibility plan

2018/2019

Ss Peter and Paul RC Primary School



1. Aims

This plan has been written to ensure that Ss Peter and Paul RC Primary School meets the necessary requirements for accessibility for disabled pupils as stated in the equality act 2010 and the SEND code of practice 2014.

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.

'Together, with the Spirit we will create an oasis where every child matters'

At Ss Peter and Paul RC Primary School our ethos is embedded through the Gospel values and our belief that every child matters. The fundamental aim of our school and the very reason for our existence is to enable each child to be all that they can be - to embrace and fulfil their unique potential following the example provided to us by Jesus Christ.

We strive to ensure that all children have a fair and equal opportunity to be the best they can be. We are an inclusive school who cater our education to meet every child's needs in a nurturing environment.

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.

Ss Peter and Paul RC Primary School recognises its duty to:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Ss Peter and Paul RC Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils

2. Legislation and guidance

The definition of Disability under the Equality Act 2010 states that a person has a disability if:

“They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities”.

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](#).

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.

The areas to be considered in the action plan are:

- 1) Improving education and related activities: Ss Peter and Paul RC Primary School will seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals from the NHS Trust.
- 2) Improving the physical environment: Ss Peter and Paul RC Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- 3) Improving the provision of information: Ss Peter and Paul RC Primary School will make itself aware of the local services, including those provided through the LA, for providing information alternative formats when required or requested.

3. Contextual information

Ss Peter and Paul, is a highly inclusive school, it is made up of 2 buildings - a single storey building for our Nursery provision and a single storey building for Early Years (Reception), Key stage 1 & Key Stage 2.

Both buildings are fully accessible to the whole school community. There are no stairs or steps to access either of the buildings ensuring easy access to all, with wide doors for further ease of entry.

The school’s population can have children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties. Home visits are carried out for children beginning Nursery and Reception if any additional needs have been identified.

The LA and health advisers are contacted for support and guidance.

Staff are trained in the use of Epipens as well as receiving CPD in diabetes and asthma awareness. Several members of staff hold current first aid qualifications which include both paediatric and First Aid at work. Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Where children have significant health problems, all appropriate adults are informed. Further information can be found within our SEND information report.

How appropriate is our current provision 2018/19?

Staff are highly aware that by effective communication of the issues faced by disabled pupils and act to resolve them, eg. adapting the timetable, lesson content and presentation of resources to ensure better accessibility (e.g dyslexia friendly backgrounds on PowerPoints).

Ensuring all planned visits are accessible as well as access to all extra-curricular clubs and events.

Regular CPD addresses the inclusion agenda.

Recent projects to improve the physical environment at Ss Peter and Paul

- Installation of automatic doors in the school entrance.
- Lowered hatch for ease of access to the school office.
- Removal of climbing structure in Nursery outdoor area.
- Installation of improved 'climbing wall' with easier access for Nursery children.
- Improved lunchtime activities on KS2 yard, including musical installation in the pagoda
- Clear signage and markings on KS1 and 2 yards

4. 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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<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 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>All pupils are able to access a broad and balanced curriculum</i></p> <p><i>Aim to provide Curriculum resources which include examples of people with disabilities.</i></p>	<p>Ongoing monitoring by SLT</p> <p>Aim/objectives to be shared at staff meeting and staff to implement into classrooms.</p>	<p>All staff</p> <p>All Staff</p>	<p>Ongoing</p> <p>Sept 2018 onwards</p>	<p>All children will be accessing curriculum at the appropriate level through a range of teaching methods</p> <p>Classroom environment /worksheets/books and resources to represent disabled population.</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"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Most library shelves at wheelchair-accessible height</i> • <i>Clear signage</i> • <i>Clear and child friendly playground markings</i> • <i>Accessible main entrance (lowered hatch / automatic doors).</i> • <i>Improved outdoor environment in Nursery</i> 	<p>All pupils/staff/visitors to school will be able to have ease of access into and around the school building.</p>	<p>Action to be taken to meet the needs of the staff/children and visitors</p> <p>Communication between staff to ensure any accessibility concerns are raised and addressed.</p> <p>Regular monitoring and auditing of school environment and provision.</p> <p>Library books UKS2 to be accessible from wheelchair height.</p>	<p>Staff/SLT/Head Teacher/Governors</p>	<p>Ongoing</p> <p>September 2018</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"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 		<p>Communication between staff to ensure any accessibility concerns are raised and addressed.</p> <p>Regular monitoring and auditing of school environment and provision.</p>			

5. 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 Chair of governors and governing board.

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equality and inclusion policy

