



Saint Edmund's Catholic Primary School
'Together we learn and grow through worship and celebration'

Accessibility and Disability

Committee responsible for policy	Resources – Accessibility Working Party
Approved by Committee /FGB	January 2021
Statutory/Non-statutory	STATUTORY
Frequency of Review	4 YEARS
Date of last review	October 2016
Date of next review	January 2025
Purpose of policy	To fulfil the Governing Body's three key duties towards disabled pupils, under Part 4 of the DDA
Consultation	Government documentation and guidance
Links to other policies	Equalities, Admissions, SEND, Medical Behaviour

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.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including include as appropriate: pupils, parents, staff and governors of the school.

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. Monitoring arrangements

This document will be reviewed every 4 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Resources Committee.

4. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Audit and Action plan

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

This part of the doc will be broken up into different areas and will contain the Annual Audit of Specific Areas and accessibility actions that need to be taken over each academic year. This will bring together staff who are working in these areas so we are not doubling up on paperwork but can share information and roles

- SEND - TM
- EAL - AC
- Safeguarding - FN
- Health and Safety - BG
- IT and Computing infrastructure – BG

Example of action plan to be adapted for each are below

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>To support all children in maximizing the use of learning time.</p> <p>Practical resources and real-life examples are used to enhance the curriculum and make it real.</p>	<p>Support staff receive regular training and share good practice.</p> <p>Class trackers and data analysis enable all pupils to be carefully tracked.</p> <p>Termly meetings with Inclusion Lead to ensure SEND progress is carefully monitored, appropriate targets set and provision adapted accordingly.</p> <p>Targets to be shared with the parents.</p>	<p>Inclusion Lead</p> <p>Class Teacher and Inclusion Lead</p> <p>Class Teacher and Inclusion Lead</p>	Ongoing	Pupils with disabilities make good or excellent progress

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
Improve and maintain access to the physical environment	<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>Ramps</i> • <i>Handrails on external slopes</i> • <i>Disabled toilets and changing facilities</i> 	<p>Maintain the following to ensure they are in good working order and ready for use if needed:</p> <p>Disabled toilets and changing facilities</p> <p>Desk height adjustors</p>	Monitoring physical access to and within the premises	Site Manager	Ongoing	School to be accessible and meet the needs of pupils.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage for visual timetables</i> • <i>Large print resources – if necessary</i> • <i>Soundfield system for hearing impaired</i> • <i>Pictorial or symbolic representations</i> 	To ensure that our information is accessible for pupils with a disability.				Children can access information

