

ST. PATRICK'S CATHOLIC VOLUNTARY ACADEMY



*Christ with me wherever I go,
Christ around, above, below.*

Accessibility Plan 2021-24

Approved by LGB:	Dirk George	Date: 24 th June 2024
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5

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, 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 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Target	Strategies	Timescale	What will success look like?
To increase access to the curriculum for pupils with a disability	<p>Offer a differentiated curriculum for all pupils</p> <p>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>	On-going	Disabled pupils can participate fully in all areas of the curriculum
To be aware of the access needs of disabled children, staff, governors and parents/carers	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminder to parents and carers through ClassDojo to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	As required	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>PEEPs are prepared and reviewed as individual needs change.</p>
Improve and maintain access to the physical environment	<p>Ensure ramps, disabled toilets and changing facilities and unobstructed/wide corridors are made readily available</p>	On-going	The environment is adapted to the needs of pupils as required.

Maintain safety for visually impaired people	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</p> <p>Check flashing beacons that signal fire alarm activation regularly</p>	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Daily	All disabled personnel and pupils have safe exits from school.
All school visits and trips need to be accessible to all pupils	<p>Ensure venues and means of transport are vetted for suitability</p> <p>Develop guidance on making trips accessible</p>	On-going	All pupils are able to access all school trips and take part in a range of activities.
Improve the delivery of information to pupils with a disability	<p>Internal signage, large print resources and pictorial and/or symbolic representations are in use.</p> <p>Consider the use of Braille and/or Induction loops.</p>	As required	Our school uses a range of communication methods to ensure information is accessible.
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually	All pupils have access to PE and are able to excel, for example via support from an adult.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required	Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	On-going	Raised confidence of support staff

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 governing board and implemented by the Headteacher.

5. Links with other policies

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- › Health and Safety Policy
- › Equality Policy and Objectives
- › SEND Policy and Information report
- › Behaviour Policy