

Accessibility plan

St. Joseph & St. Bede R.C. Primary School



“Our school is a welcoming, Catholic community, with Christ at the centre.

Through worship, we come together to listen and speak to God, to spread the Gospel message and to move forward in faith together.

As “*Guardians of life and creation*”; we work together with respect, understanding, honesty and joy, to develop love, tolerance and justice for all.

We strive for greatness in our learning, we develop our unique talents and each day we take pride in all our efforts and achievements.”

Approved by: J. Myerscough

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Last reviewed on: Feb 2019

Next review due by: Feb 2021

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	Error! Bookmark not defined.

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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.

We aim to remove or minimise disadvantages suffered by people due to their protected characteristics; We aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people; We encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

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.

We are part of Bury Local Authority and are a member of the Beacon Alliance cluster group of schools.

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 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. 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
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>Short – P levels used for any child below a Year 1 level.</p> <p>Medium – When ordering curriculum resources staff to be aware of the needs of all pupils.</p>	<p>CW to track any child below a Year 1 attainment level.</p> <p>Accessibility to be considered on requisition.</p>	<p>CW</p> <p>All</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Any child achieving below a Year 1 level is tracked on p scales.</p>
Improve and maintain access to the physical	<p>The environment is adapted to the needs of pupils as required.</p>	<p>Short - Do all those steps have a contrasting colour edging?</p>	<p>To paint and replace contrasting yellow edging where required.</p>	<p>LT & PF</p>	<p>Spring 2 2020</p> <p>Spring 1</p>	<p>All outdoor steps have yellow edging painted on them</p>

environment	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Upstairs classrooms can be moved downstairs. 	<p>Edges of steps have been filled in with earth.</p> <p>Short - Are there any trip hazards on the yard or walk ways e.g. drain holes?</p> <p>Long – Display boards to be moved lower.</p> <p>Ladder training to ensure main users are covered.</p>	<p>To fill in the edges next to the steps so children do not walk there.</p> <p>To flatten or paint any raised covers or holes on walk ways.</p> <p>Staff should not be climbing to put up displays</p>	<p>Cool Canvas LT & PF</p> <p>LT & PF</p>	<p>2020 Spring 2 2020</p> <p>2020-2021</p>	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Coloured paper • Pictorial or symbolic representations 	<p>Short - Translate section on the website to ensure that the four main nationalities can translate main information.</p>	<p>Translate option to be added to the website.</p>	JM	Ongoing	
Improve accessibility to immobile pupils.	<p><i>To allow immobile pupils parents or carers to drive on the premises before or after pedestrian zone times.</i></p>	<p>Short – New signage so that all staff know the pedestrian zone times.</p> <p>No deliveries (unless blocking the road – see risk assessment)</p>	<p>Parent to drop off before 8.20 am or after 9am.</p>	JM & LT	Autumn 2 2020	

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 governing board/curriculum committee.

5. Links with other policies

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

- 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
- Dyslexia Friendly Action Plan