

Accessibility Policy

St. Mary of the Angels



Following Jesus in all we think, do and say

Agreed by Governing Body: February 2019

Next review date: February 2022

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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

St. Mary of the Angels Catholic Primary School operates a policy of equality of opportunity and equality of access and inclusion. 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, enabling pupils to take a full and active part in school life.

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

3. AUDIT OF CURRENT GOOD PRACTICE

Increase access to the curriculum for pupils with a disability

- Our school offers a differentiated curriculum for all pupils.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

Improve and maintain access to the physical environment

The environment is adapted to the needs of pupils as required.

This includes:

- Ramps at the entrance of the building
- Wide corridor width
- Disabled parking bay
- Disabled toilet
- Library shelves at wheelchair-accessible height

Improve the delivery of information to pupils with a disability

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources

4. ACTION PLAN

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

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	We use resources tailored to the needs of pupils who require support to access the curriculum.	<p>To have an iPad for every classroom across the school to support learning in all subjects, particularly English, Maths and RE.</p> <p>School approved educational apps to be installed on iPads to support consolidation of learning for all pupils.</p>	Mary Wilson Headteacher/ ICT Coordinator	<p>April 2019</p> <p>May 2019</p>	<ol style="list-style-type: none"> 1. Purchase the iPads. 2. Purchase cases for iPads. 3. Charging docking station to be installed in a lockable room. 4. Link an iPad to each class. 5. Download school apps onto each one. 6. Organize digital leaders to give out and collect iPads each day. 7. Monitor usage. Are all pupils having access to this resource? Are the pupils who need it most having access?
Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to ensure information is accessible. We need to further develop</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Visual timetables • Communication supportive environment 	<p>To use 'inPrint 3' images to assist lessons, where pupils require it.</p> <p>For all classrooms to have visual timetables clearly displayed.</p> <p>To develop a communication supportive environment.</p>	<p>Neysa Claridge SEnCo / Deputy Headteacher</p> <p>Colette Hough Assistant Headteacher/ English Coordinator</p>	<p>April 2019</p> <p>February 2019</p> <p>July 2019</p>	<ol style="list-style-type: none"> 1. Install 'inPrint 3' software on a computer in school. 2. Give opportunities for staff to get to know software. 3. Use this inPrint 3 to generate visual timetables across the school. 4. To hold staff meeting on communication supportive environment. 5. To organize an inset for all staff, explaining the concept and how to create a communication supportive environment. 6. To audit every classroom's physical environment to ensure optimum learning capacity. 7. To declutter rooms and shared spaces. 8. To strip back distractions and colour from walls. 9. To use 'natural materials' on walls and in our learning spaces.

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

Name	Position
Neysa Claridge	SENCo/ Deputy Headteacher
Mary Wilson	Headteacher
Davide Taliente	Governor / SEND Link

6. LINKS WITH OTHER POLICIES

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

- Risk assessment policy
- 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date
Number of storeys	2 stories but the second floor is offices and not classrooms.	None		
Corridor access	Wide corridor access, suitable for wheelchairs.	None		
Lifts	No lifts required.	None		
Parking bays	Disability parking available.	None		
Entrances	3 entrances into main building. There are steps and a ramp into the main office. The playground is accessible to wheelchairs. The car park is the third entrance.	None		
Ramps	There is a ramp at every entrance.	None		
Toilets	There is a disabled toilet.	None		
Reception area	There are steps and a ramp into the reception area.	None		
Internal signage	All rooms are clearly marked with the name of the room and the teacher responsible for that class.	None		
Emergency escape routes	All staff and pupils know the escape route and meeting point, in the case of a fire.	None		

