

SAINT ANNE'S CATHOLIC PRIMARY SCHOOL
Accessibility Policy



St. Anne's Disability Access Equality / Accessibility Policy

This plan is drawn up to implement our duty for Disabled Access at St. Anne's School. The plan is written in accordance with the DCSF guidance publication 'Accessible Schools'. It has evolved through consultation with the school community, parents and people with disabilities. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including

the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 2schools cannot unlawfully orientation2. According to the Equality Act 2010 a person has a disability if:

- a) He/she has a physical or mental impairment
- b) The impairment has a substantial and long term adverse effect on the ability to carry out normal day to day activities.

The equality duty (Equality Act 2010) extends to all those with protected characteristics. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Definition of Disability

The Disability Discrimination Act 1995, defines disability as follows:

"A person has a disability if he/she has a physical or mental impairment that has a substantial and long - term effect on his/her ability to carry out normal day to day activities."

Note not all people with a disability will have Special Educational Needs and not all Educational Needs are classed as a disability.

At St Anne's the learning experiences of the school are rooted in the teachings of the Catholic Church, providing an atmosphere of respect for everyone in our community. The mission statement of our school talks of living, loving and learning with Christ. All children in our school are valued irrespective of ethnicity, attainment, age, disability, gender or background. **Key Responsibilities**

- □ To draw up an Accessibility Plan, share it annually with the school community and update it every three years.
- □ To report annually to Governors on the impact of the plan, progress made and any changes needed.
- □ To ensure no person with disabilities is treated less favourably.
- □ To work with all appropriate outside agencies who support pupils and families within school and to be guided by their policies.
- □ To take all reasonable steps to avoid putting people with disabilities at a substantial disadvantage.
- □ To facilitate equal access to all aspects of the school community for parents/carers.
- □ To seek the opinions of all stake holders in the consultation process in drawing up the plan and keep them informed of development.

St. Anne's will undertake to meet these responsibilities by developing the following areas: **Access to the Curriculum and Extended Activities.**

- ☐ To undertake an assessment of the curriculum on a regular basis and use this information to better the curriculum to pupil requirements, modify tasks, provide resources and ensure support as appropriate.
- ☐ To create a challenging curriculum where suitable learning challenges are set and the progress of individual achievement can be assessed.
- ☐ To seek and follow advice of outside agencies and the LA.
- ☐ To support extended hours provision to enable them to support our principles with regard to equal access and encourage all children to attend

Access to the Physical Environment.

- ☐ To audit existing facilities and identify possible improvements needed to make the school more accessible ensure that all impairments can be best catered for in the school environment.
- ☐ Consider ways of providing suitable aids and resources to meet these needs.
- ☐ To follow advice from the LA, outside agencies and other schools.

Access to Information.

- ☐ To look at the way we inform and to improve accessibility where appropriate.
- ☐ To work with other schools, the LA and external agencies to source materials at an appropriate cost if possible.
- ☐ Include parents and pupils in the choice of suitable media for the person with disabilities.
- ☐ Be aware that we may need to make changes to enhance access.

Linked Policies.

The plan will contribute to the review and revision of related policies:

- □ School Improvement Plan.
- □ SEN policy.
- □ Equal Opportunities.
- □ Inclusion Policy.
- □ Health and Safety.
- □ Premises and Building Plan.
- □ Curriculum Policies.
- □ Continuing Professional Development.

Evaluation of the Plan

In accordance with the DCSF guidance this plan will be reviewed annually for its impact. Every three years the plan will be fully updated and all stakeholders will be encouraged to take part.

Publishing the Plan.

Copies of the plan will be available from the school office. Parents will also be informed of it through:

- □ School Website

The Accessibility Plan will be monitored through the Governor Finance, Personnel and premises Committee. The school will work in partnership with the Local Authority in developing and implementing the Accessibility Plan.

The accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Trish Johnston (Headteacher).....

(SEN Governor).....

Michael Flower Chair of Governors.....

Next review September 2027

Targets	Strategies	Timescale	Outcomes	Success Criteria
Equality and Inclusion				
To ensure that the accessibility plan becomes an annual item at Governors meetings.	Clerk to governors to add to the agenda in Autumn Term.	Annually	Adherence to legislation	That all governors are fully aware of the accessibility plan on an annual basis.

To liaise with staff to review yearly and mid-year admissions and ensure that all staff are aware of any issues.	Pupils who may need additional or different provision to be identified.	Annually/Mid-term	The needs of the pupils will be met.	All pupils across the school will be fully integrated into whole school life. Progress will be monitored through monitoring cycle.
To ensure that all school policies reflect inclusive practice and procedures.	During policy review cycle ensure this is considered.	On-going	Policies reflect current legislation.	All policies consider the implications of disability access and clearly reflect inclusive practice and procedures.

To ensure full access to the curriculum for all children with medical needs.	Seek advice from specialist teachers. CPD for staff Use of specialised equipment if necessary.	On-going	Adherence to legislation	All pupils across the school with medical needs will be fully included in whole school life.
--	---	----------	--------------------------	--

Targets	Strategies	Timescale	Outcomes	Success Criteria
Physical Environment				

To ensure that, where possible all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Audit of accessibility of school buildings and grounds by governors and Headteacher.	<u>Short term</u> Review action plan annually	Modifications (where possible) will be made to improve access.	Where possible, the school building and grounds will be accessible for all children and adults. Continue to improve access to the school's physical environment for all.
Curriculum				

Continue training for teachers and support staff on different aspects of SEN to ensure that all pupils have full access to the curriculum	Review the needs of specific children and provide the relevant training.	On-going	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	Staff training will enable all staff to meet the needs of children within the school.
---	--	----------	--	---

Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Ongoing review annually (at transition time).	Lessons will be accessible for all pupils.	All pupils will have full access to all lessons.
---	---	---	--	--

Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCo will ensure that appropriate testing and reports are provided in order to apply for access arrangements.	Ongoing. During SATS access arrangements window.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Where need pupils will be awarded extra time for statutory assessments.
---	--	--	---	---

Targets	Strategies	Timescale	Outcomes	Success Criteria
Written/Other Information				
To ensure pupils, parents, staff and visitors have access to school brochures, school newsletters and other school communications in alternative formats.	Audit of written information to ensure accessibility.	Review of documents Ongoing at least annually.	School will be able to provide written information in different formats when required for individual purposes.	All stakeholders will have equal access to all written information.