



Accessibility Plan

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Approved by: Governing Body

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Next Review Date: **November 2028**



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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 ensure that all who learn in, work in or visit St Clement's feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be. We are committed to providing an accessible and inclusive environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs by:

- maximising participation in all areas of school life
- the removal of any barriers that could limit or prevent opportunities
- the removal of barriers that could limit progress
- tackling discrimination

At St Clement's Catholic Primary School, we believe that each person is individual, is unique and that everyone should be respected by all who learn, teach and visit here. We aim to identify, and where possible make reasonable adjustments for, disabled pupils in every area of school life. We have high expectations for our disabled pupils and expect them to participate in all aspects of school life.

St Clement's Catholic Primary School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability, are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

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.

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.

Action Plan

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

Aim	Existing Good Practice	Actions to be taken	TimeFrame	Success Criteria
Ensure all pupils have full access to the school curriculum	<ul style="list-style-type: none"> • Use of class inclusion information • Use of visual timetables • Use of available aids, e.g. pencil grips, writing slopes, wobble boards • Use of technology to support pupils • Use of personalised plans and class provision maps • Attendance at meetings to gain specialist support • Liaise with pre-school providers to review potential intake to EYFS 	<p>Update (as necessary) and distribute class inclusion information to class teachers and TAs so they are aware of educational and health needs of their children</p> <p>Review PE curriculum to include disability sports</p>	Start of each academic year and ongoing for updates, transition meetings from previous class teacher	<p>Up to date information, ensuring individual needs are met</p> <p>Staff are aware of the needs of particular children and can plan/adapt the curriculum accordingly</p> <p>Children are more aware about disabilities</p> <p>All pupils have access to PE and are able to excel, for example via support from an adult</p> <p>Raised confidence of support staff</p>

Aim	Existing Good Practice	Actions to be taken	Timeframe	Success Criteria
<p>Ensure EHCP and Risk Assessments enable children with disabilities to have full access to the school curriculum</p>	<ul style="list-style-type: none"> • EHCPs are used to create individual tailored programmes of study • 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 • Personal emergency evacuation plan (PEEP) completed for disabled pupils 	<p>Consult with pupils, parents, teachers, Inclusion Manager and specialist services at EHCP review meetings</p> <p>Complete risk assessments to ensure access to all school activities and educational visits</p> <p>PEEP to be shared with adults</p> <p>Wider networking to identify shared resources</p>	<p>Ongoing</p>	<p>Pupils with disabilities are able to access all areas of school life.</p> <p>All staff are aware of risks and evacuation procedures for disabled pupils</p>
<p>Staff awareness of disability plan</p>	<ul style="list-style-type: none"> • Personalised support for pupils is identified in personalised plans and class inclusion information • Curriculum and school policies are reviewed regularly to ensure they promote equality for all members of the school 	<p>EHCPs reviewed</p> <p>ISPs reviewed</p> <p>Policies reviewed</p>	<p>Annually</p> <p>Termly</p> <p>Per review schedule</p>	<p>Staff are aware of how they can ensure accessibility to all disabled pupils</p>

Aim	Existing Good Practice	Actions to be taken	Timeframe	Success Criteria
Ensure physical access for disabled members of the school community	<p>The internal environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Disabled Parking Bay available • Ramps placed by pathways • Floor of the main building is accessible to wheelchairs and frames, with disabled toilet facilities • Corridors are kept clear of obstacles • Corridor width • Library shelves at wheelchair-accessible height • Personal Emergency Evacuation Plan (PEEP) completed for disabled pupils and visiting adults 	<p>The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building</p> <p>Allocated parking space for disabled parent (cones to identify space)</p> <p>Ramps at allocated spaces to allow wheelchair access to the path and school entrance</p> <p>PEEP shared with staff, and adults</p>	Annually, or as necessary for special events e.g. school plays for parents, parents evenings, assemblies	<p>Clear and safe access on floor of main building.</p> <p>There is a place for disabled members of staff and visitors to park throughout the school day.</p> <p>All staff are aware of risks and evacuation procedures for disabled members of our school community.</p>

Aim	Existing Good Practice	Actions to be taken	Timeframe	Success Criteria
Ensure that the medical needs of all pupils and staff are met fully within the capability of the school	<ul style="list-style-type: none"> • Medical care plans reviewed annually and meetings held with parents as necessary • Staff First Aid training is encouraged for all staff, and renewal dates for training reviewed regularly • Consider specialised staff training for one-to-one staff of pupils with special medical need e.g. pupils with diabetes /epilepsy 	<p>Update the class inclusion information for any new medical needs of pupils/staff in-year</p> <p>Review how current pupil and staff needs are being met</p> <p>Ensure sufficient First Aid trained staff in each class</p> <p>Ensure equipment available for medical needs e.g. hearing loops, large print resources</p> <p>Medical policies reviewed</p>	Annually, and ongoing for any new medical needs/reviews	Medical needs of all members of the school are met

Aim	Existing Good Practice	Actions to be taken	Timeframe	Success Criteria
<p>Improve the delivery of information to pupils with a disability</p>	<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 • Pictorial or symbolic representation i.e. Widgits • Technology i.e. Scanning Pens • Dyslexia friendly font used on SMART boards and work sheets, SMART board presentations are on coloured backgrounds • Chromebooks allocated to children • Listening devices to aid reading texts and linked to Chromebooks • Identify pupils with difficulties in using language • All statutory information is available on our website. Hard copies of information/policies are available on request 	<p>Continual review of learning styles and resources</p> <p>Review of school website to ensure SEND information is accessible and clear</p> <p>Resources identified and sourced when needed</p> <p>Literacy needs are identified by class teacher/English subject lead/SENDCo and addressed e.g. speech and language interventions outside services i.e. Lexia / ELKLAN / Wellcomm</p>	<p>Ongoing</p>	<p>Staff are able to best meet the delivery of information to pupils with disability</p> <p>Parents feel communication between school and home is good.</p> <p>Easy access of info to parents/carers</p>

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.



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