Accessibility plan

St John the Baptist RC Primary School

Approved by:	Kathleen McKeating	**Date:** 4.11.22
Last reviewed on:	November 22	
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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.

St John's RC Primary School is an inclusive school. Our school motto is to: 'Love one another.' Our Mission Statement states that in all we do, we aim to develop an ethos of care in which each child feels cared for and is able to care for others. We endeavor to remove barriers to learning and to facilitate the full participation of all our stakeholders, pupils, parents and carers, teaching and support staff, governors and outside agencies.

St John the Baptist RCP School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.
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 is supported by the Diocese of Salford and building priorities are sent to the Diocese to be considered for funding support. All building maintenance and developments are supported by Eric Building Consultancy who work closely with the Headteacher and School Business Manager to plan building improvements and to create a 5-year development plan ensuring that our building meets the needs of our pupils, staff and parents.

The school's admission procedure includes the collection of medical and other information which informs our planning and provision. If and when a parent informs us of a particular

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need or disability, we do everything in our power to ensure that their needs are met. This may necessitate the use of core and/or SEN funds to provide additional support or resources.

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: 230 aged 3 to 11 years old. There are 28 pupils attending school with special educational needs, of those 2 pupils have physical disabilities. There are
- Staff part time / full time: 37
- Parents
- Governors
- Bright Sparks Organisation who rent out the school building for breakfast and afterschool club
- Wilson's Dance company who rent out the school hall each Saturday for dancers from 3 to15 years
- Solo Dance company who rent out the school hall periodically for dancers from 3 to15 years
- Little Party People who rent out the school Hall to run adult fitness classes twice weekly

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.

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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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 make sure it meets the needs of all pupils	Identify needs of pupils Assess suitability of resources Track progress of individuals and groups IEPs written x 3 annually Subject leaders review curriculum	Liaise with sch SENCO for advise re adjustments to the curriculum Annual review/audit	Teacher/SENCO Teachers/TAs Teachers Teacher SLT Subject Leaders	Ongoing Ongoing Termly March - Annually	Evidence indicates that pupils with disabilities have full access to the curriculum

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Wider classroom doors to enable ample space for wheelchair users Source a solution to enable wheelchair access to • the stage area/upper room and stage intervention room • The cellar (Currently being used for forest school focus area and changing/prep)	Support VI members and visitors when accessing the building via stepped areas. Staff to assess classroom organization of resources to ensure equal access for wheelchair users if applicable. LONG TERM OBJECTIVE: Assess if it is feasible to install a stair lift to the stage area. Assess layout possibilities for the installation of ramp access to the cellar.	Repaint yellow strips on stepped areas x 3 Utilise SCA funding linked to boiler works development to improve access to the basement which needs repairing due to crumbling steps	Site supervisor KMcK and Diane McKinley – Eric Wright	Summer holidays annually November 2022	Access to the school building is enhanced and maintained. Ramp access will be provided to the cellar area which is being utilised as part of the Forest School Provision

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Induction loops (past) • Fire alarm is HI complaint – flashing beacons throughout school • PEEP	Improve communication and provision for Hearing impaired pupils	Sign language training for TA's Regular support from HI Teacher/Advisor Create PEEP	TA SENCO KMcKeating	Spring Term 23 From Sept 22 September 22	Information is shared and communicated to all pupils Evacuation procedures are carefully planned, communicated and practiced.
Improve the delivery of information to parents with a disability.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Text messaging to parents • Newsletter links sent as text messages • Printed letters • Consideration at school events to the physical needs of parents eg chair size – location, access doors to avoid queuing for frail visitors	Evaluate Parent voice re information sharing and communication methods and access arrangements in school	Parent Survey	HT	Annually	Information is readily available for all parents/carers

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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Headteacher and presented to the Resources Committee of the Governing board for approval.

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

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