

ST. VINCENT’S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN 2016-2019

At St. Vincent’s Primary School we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

From 1 October 2010, 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 “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”. We believe that this accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. Our School governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

This plan shows how access is to be improved for disabled pupils, staff and visitors to the school by:

- Increasing access to the curriculum for pupils with a disability
- Improving access to the physical environment of the school
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities

Improving the Curriculum Access

Targets	Strategies	Outcome	Timeframe	Achievement
Training for staff in the identification of and teaching children with specific learning difficulties.	All staff to attend appropriate training. Outreach provision from external agencies.	All staff are familiar with identification and support of pupils with specific needs	ongoing	Children are included in all aspects of school life.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be inclusive and compliant	ongoing	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and layout of furniture and equipment to support the learning process in individual classrooms. Use of visual timetables across the school.	Children have ready access to a range of resources to support their learning.	ongoing	Increase in access to the National Curriculum
Review TA deployment	Head Teacher and SENCO to review provision map each term.	Adult support is available during key times i.e. lunchtimes, PE lessons, extra-curricular activities.	Termly	Children to have appropriate support.

Improving the Physical Access

Targets	Strategies	Outcome	Timeframe
Layout of the school allows easy access to permitted areas for all pupils and visitors. There should be no barriers to access caused by doorways, stairs and steps	Ensure access ramps at all entry points to the school: <u>Pupils:</u> through the playground doors. <u>Visitors:</u> to main entrance and hall	No ramped access at KS1 door – access through KS2 door if required No ramped access to hall door – access through main entrance if required Consider building ramp access if funds permit	Ongoing Ongoing 2018
New Log Cabin to be accessible to all	Ensure ramped access as required	No ramped access through Year 6 fire door – consider building ramp if funds permit	2018
Parking arrangements are safe	Signage to ensure that only staff use car-park and ensure that disabled parking is always available	Although congested at most times disabled drivers are always given priority	ongoing
Improve access to school Entrance foyer	New conservatory entrance constructed with ramped access.	Unhindered access and parents are able to wait in secure, warm area for after-school activities	complete

Improving the Delivery of Written Information

Targets	Strategies	Outcome	Timeframe
Make available school newsletters, prospectus and other information for parents in alternative forms	Email newsletters and appropriate documents as required to parent distribution lists; and post such info on the school website	Parents will have greater ease of access to information without having to rely on 'pupil post'	ongoing
Make available school newsletters, prospectus and other information for parents in different languages	Information published on school website will be able to be translated in to different languages.	Parents will have greater ease of access to information in their chosen language.	completed
Give parents the opportunity to make payments for trips and meals online	Cheshire East Council's e-payment system and Ezeetrip website/ mobile application	Parents able to make payments for trips without having to go into school.	completed
Survey parents to ask for their opinions on the quality of communication and suggestions on how to improve	Annual parents' questionnaire	School is more aware of the opinion of parents and acts on this.	annually

Equality Action Plan

Action	Monitoring of impact	Who	Timeframe	Success indicators
Publish and promote the Equality Plan through the school website, newsletter and staff meetings	Include question in next parent questionnaire	GD	2016-17	Greater awareness and familiarity of plan
Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require action	Data analysis each term	SLT and GB	Each term	Narrowing of any gaps
Ensure that the curriculum actively promotes and positively models aspects of gender, race and disability	Review take up of clubs and track pupils who are reluctant to participate	All staff	Each term	Reduction in number of pupils not engaging
Ensure that displays promote and celebrate diversity	Learning walks	SLT and teaching staff	Ongoing	More diversity reflected in displays
Encourage the participation of all pupils in the rich and varied life of the school – clubs, areas of responsibility, teams etc	Analysis of club participation and ensure variety	All staff	Annually	Greater diversity of club membership and those in positions of responsibility
Identify, respond and report racist incidents in line with best practice.	Use data to assess school's response to incidents	GD and GB	Each term	Prompt and appropriate response to all incidents and positive parental feedback

Policy Owner: Grainne Davies/Rebecca Gregory

Plan last reviewed December 2016

Due for renewal: September 2019