



Believe, Trust and Be Ready

“That they may have life, and to the full” John 10:10

St. Vincent Catholic Primary School

Accessibility Action Plan 2020-2023

Contents

1. Aims
2. Legislation and guidance
3. Links with other policies and plans
4. Monitoring arrangements
5. Action plans

1. Aims

Our school mission statement ‘Believe, Trust and Be Ready. “That they may have life, and to the full” John 10:10’ aims to treat all fairly and with respect. This involves providing access and opportunities for all pupils and staff without discrimination of any kind.

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.

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.

We 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- Improving curriculum access
- 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

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 and staff with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil or staff member face in comparison with non-disabled. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our School governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

3. Links with other policies

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

- RE policy
- RSE policy
- Equality policy and action plan
- Health and safety policy
- Special educational needs (SEN) policy
- Administration of medicines
- Anti-bullying policy
- Behaviour policy
- Child protection and safeguarding policy
- PHSE and citizenship policy

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Owner of policy: Bernadette Groarke and Governing body – via Finance and Premises Committee

Plan last reviewed: February 2020

Due for renewal: February 2023

5. ACTION PLANS

Improving the Curriculum Access

Targets	Strategies	Outcome	Timeframe
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
Curriculum is differentiated to meet the needs of the cohort	Resources are tailored to the needs of pupils who require support to access the curriculum	All staff are familiar with identification and support of pupils with specific needs	ongoing
Curriculum progress is tracked for all pupils, including those with a disability.	Targets are set effectively and are appropriate for pupils with additional needs	All children are making progress	Ongoing
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
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
Review TA deployment	Head Teacher, SLT and SENCO to review provision map each term.	Adult support is available during key times i.e. lunchtimes, PE lessons, extra-curricular activities.	Termly
Curriculum resources include examples of people with disabilities.	Review books within school	Resources reflect people with disabilities	ongoing
Curriculum is differentiated to meet the needs of the cohort	The curriculum is reviewed to ensure it meets the needs of all pupils.	The curriculum meets the needs of the cohort	ongoing
All staff are trained to support pupils with medical needs.	Update staff training in asthma, epilepsy and epipen each year. Update care plans when necessary.	All staff are trained. All care plans updated when necessary.	ongoing
To support children with social emotional mental health and well-being.	That staff are trained to support pupils with emotional mental health and well-being needs	To build resilience of all children including targeted vulnerable groups through the resilient classroom, cool connections, nurture groups, lego	ongoing

Improving the Physical Environment

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	Ongoing Ongoing
Improve access to the hall for wheelchair	Improve access to the hall via paving and ramp to door area.	Wheelchair access to hall via all doors	2020 - 2021
The Lodge to be accessible to all	Ensure ramped access as required	No ramped access through Year 6 fire door – consider building ramp if funds permit	2023
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
Access to the field from the hall	Look at different ways of seeing how the access to the field from the hall can be improved	Access to the field is safe for all children	2020-2021
Ensure all corridors have no trip hazards	Improve the corridors within the school. Ensure all surfaces are flat and have appropriate coverings Infant corridor, office corridor and junior corridor.	All corridors are flat	2020-2021
To have the correct lighting to enhance the classrooms and work areas within school so children can reach their full potential.	To look at the flashing lighting once the Pre-school build has been built completed. To get a detailed breakdown of all lighting issues within school once Pre-school has moved.	Each classroom and work area has correct lighting that enhances the work areas.	Summer 2020
To develop a high quality learning environment and further develop outdoor provision for all children to further enhance health and mental well-being of all within school	The redevelopments of the playgrounds once the pre-school is built.	New designated playgrounds for children to use. Development of the outside areas.	Summer 2020

Improving the Delivery of Accessible Information

Targets	Strategies	Outcome	Timeframe
Make available school newsletters, prospectus and other information for parents in alternative forms	Email newsletters and appropriate documents, display on playground noticeboard as required to parent distribution lists; and post such information on the school website	Parents will have greater ease of access to information.	ongoing
Make available information for parents in different languages	Information published on school website will be able to be translated into different languages when required.	Parents will have greater ease of access to information in their chosen language.	ongoing
New parent pay system – complete online payment system for parents/carers/staff for payment of school meals, trips and PTA Events.	Look into new finance system for office and trial aiming to have a cash free office.	Parents able to make payments for trips without having to go into school. No cash or cheques in school office.	Spring and Summer 2020
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