



Believe, Trust and Be Ready

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

St. Vincent de Paul Catholic Primary School

Accessibility Action Plan 2023-2026

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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.

At St. Vincent de Paul Catholic 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

Our school is 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.

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 definition of disability is: “A person suffers a disability 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 carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

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.

3. Links with other policies

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

- RE policy
- RSHE 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

4. Monitoring arrangements

The plan will be made available online on the school website, and paper copies are available upon request.

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, Premises and Personnel Governor Committee

Plan last reviewed: February 2023

Due for renewal: February 2026

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 when necessary.	All staff are familiar with identification and support of pupils with specific needs.	ongoing
If appropriate, the 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.	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 teaching assistant deployment.	Head Teacher, SLT and SENCOs to review provision map each term.	Adult support is available during key times i.e. transition, lunchtimes, PE lessons, extra-curricular activities.	termly
Curriculum resources include examples of people with disabilities.	Review books within school – update resources from the library service.	Resources reflect people with disabilities.	ongoing
When appropriate, the 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. Regular monitoring of medication kept in school.	All staff are trained. All care plans updated when necessary.	ongoing

To support children with social emotional mental health and well-being.	All 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 Forest schools, ELSA groups, The Resilient Classroom, Cool Connection etc	Children with social emotional mental health needs are being supported	ongoing
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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 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 wheelchairs	Improve access to the hall via paving and ramp to external hall door.	Wheelchair access to hall via all doors.	2023-2024
Parking arrangements are safe	Signage to ensure that only staff use carpark and ensure that disabled parking is available.	Although congested at most times disabled drivers are always given priority	ongoing
Two access routes to the field from the hall	Access to the field from the hall has been improved with two possible routes.	Access to the field is safe for all children	ongoing
Ensure all corridors have no trip hazards	Improve the corridors within the school. Ensure all surfaces are flat and have appropriate coverings. Reception and Key Stage 1 corridor, office corridor and Key Stage 2 corridor.	All corridors are flat with no trip hazards.	2023 -2025
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	We are constantly improving our outdoor provision. Developing the Forest School area and pond area. Walking track around the field to ensure all year-round use of field area.	Outdoor area is accessible to all throughout the year.	2023-2024 2023-2024

Opening windows in Year 5 and 6 classrooms and hall windows – safety.	To have safe opening for windows.	Windows in Year 5 and 6 classroom and in the hall changed so they are not a health and safety risk.	2023 -2024
More intervention and PPA space for school – either addition to school building or another Lodge	Improve intervention space around school. Review use of ICT suite.	New intervention space is available	2023-2026

Improving the Delivery of Accessible Information

Targets	Strategies	Outcome	Timeframe
Make available school newsletters, prospectus and other information for parents in alternative forms if necessary	Email newsletters and appropriate documents, display on playground noticeboard 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 via website	Parents will have greater ease of access to information in their chosen language.	ongoing
ParentPay system – an online payment system for parents/carers/staff for payment of school meals, trips and PTA Events.	Improve access information for parents for payments	Parents able to make payments for trips without having to go into school. No cash or cheques in school office.	ongoing
Survey parents to ask for their opinions on the quality of communication and suggestions on how to improve	Parents' questionnaire	School is more aware of the opinion of parents and acts on this.	Annually