

The Frasstai Catholic Academy Trust  
**St. Mary's Catholic Primary School**



To the greater glory of God.

## **Accessibility plan**

*“Learning and Loving on our journey with Jesus”*

*This policy supports the distinctive nature of our school, which is based upon the teachings of Jesus and the commitment to fulfil each child to potential whilst recognising their uniqueness.*

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. We seek to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be reviewed every three years. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - a. Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - b. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - c. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Plan will be monitored through the Teaching and Learning and Premises Committees of the Governors.

6. The Plan will be monitored by Ofsted as part of their inspection cycle.

7. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through selfreview, performance management and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs for curriculum access. CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and a wide range of differentiation tools including Online learning	Ongoing	SENCO Inclusion Manager	Raised staff awareness for strategies for differentiation and increased pupil participation
Use ICT software to support learning	Install software where needed	As required	ICT support services	Wider use of ICT resources to support learning teaching
Educational Visits accessible to all	Guidance given to staff on making trips accessible. Venues are vetted and risk assessed for appropriateness	As required	SENCO Inclusion Manager	All pupils can access all educational visits and take part in a range of activities

## Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for Individual pupils as part of the IEP/ Provision Map process. Be aware of all stakeholders access needs and meet as appropriate. Consider needs at recruitment process.	As required	SENCO Inclusion Manager	IEP's are in place and staff are aware of pupils needs. All stakeholders feel confident that they have full access to the school. Access issues do not influence recruitment and retention of staff
Layout of school to allow access for all pupils to all areas	Consider needs Of disabled Pupils, parents, Carers or visitors	As required	Head, Governors Site manager	Access for all
Ensure all disabled pupils can be safely evacuated	All staff are aware of their responsibilities in relation to disabled pupils	On-going	SENCO Inclusion Manager	All disabled pupils and staff are safe in the event of a fire

## Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents carers to ensure it is accessible	Provide information in clear simple English. The School office will support and help parents to access information and complete forms	As required	School office	All parents receive information and the help they need to be informed

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information. Including enlarged print for pupils with a visual impairment	As required	SENCO Inclusion Manager	Excellent communication
Provide informaton in other languages for pupils or prospective pupils	Access to translators, sign language, interpreters to be considered if possible	As required	SENCO Inclusion Manager EAL teacher	Pupils and parents are supported and included

This policy was ratified by the Governing Board

Date .....

Signed .....

It will be reviewed by October 2021.