



# **ST PETER'S CATHOLIC PRIMARY SCHOOL**

**"Live and learn as friends of Jesus"**

## **ACCESSIBILITY POLICY Updated November 2022**

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# School Mission Statement

Live and learn as friends of Jesus

## Aims:

We aim to:-

Live together in our school family where everyone cares for each other.

Learn together in a happy, safe school where everyone tries their best and we celebrate each other's achievements.

As friends of Jesus say sorry, support and forgive each other. We help those in need and respect other people's beliefs and cultures.

## Introduction

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 of progress of the Accessibility Plan over a prescribed period. 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 sex, race, disability, religion or belief and sexual orientation".

## Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers, parents and visitors with a disability.

## Principles

Compliance with the DDA is consistent with the School's aims and single equalities, and the operation of the schools' SEND Policy; The school recognises its duty under the DDA:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

St. Peter's recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality; The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework which underpin the development of an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;

## **Activity**

### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and more accessible facilities and fittings.

### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Action Plan**

See attached (Appendix 1)

## **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- SEND policy
- Equalities Policy -STCAT Website
- Curriculum Policies

Policy date: June 2014

Reviewed: November 2022

Review: November 2023

## Appendix 1: Accessibility Plan

### Increasing curriculum access:

- Review of the school curriculum
- Monitor and review school visits
- Monitor and review extra-curricular activities and modify where needed

Objectives	Action	Time	Pers Resp	Success Criteria	Review of Progress	Resources
To ensure that all children are able to participate in the school's curriculum	Review medium term planning and make any adaptations necessary	Termly	Subj leaders	All pupils are able to access the curriculum	Termly planning monitoring meetings	Termly staff meetings Advice from professionals where applicable
To ensure all children are able to reach their potential through the use of personal learning programmes which increase access to the full curriculum	To implement personalised programmes where applicable including use of ICT, speech and language programmes, reading programmes etc	Ongoing	All teachers SENCo	Pupils needs are met through individualised programmes where applicable	SSP reviews show achievement of targets	Specialised equipment where appropriate  LSA time planned for small group and individual programmes  Advice from professionals
To create a greater awareness of disability and increase expectations of pupils with a disability	Ensure all staff have training in specific disabilities	Ongoing and as necessary	SENCo	All staff have a greater awareness of disabled children in our school and recognise that they can succeed	HT report to LAC includes training programme	CPD, training from other professionals, where applicable  SSP reviews
To create a greater awareness of disability for pupils  To ensure all pupils have access to extra-curricular clubs/activities	Create opportunities for children to learn about disability in long term plans.  Ensure resources used by pupils include people with disabilities Review of current clubs – proposals for new opportunities. Organisation of new clubs.	Ongoing  On going	Subject leaders  SLT/ PE subject leader	Children have a positive attitude to people with disability  All pupils with SEN and/or a disability regularly participate in an extra-curricular club	Termly  Termly	Resources showing/ about people with disabilities

- To ensure that any disabled pupils including SEND in our school are reaching their potential in all areas

Objectives	Action	Time	Pers Resp	Success Criteria	Review of Progress	Resources
Monitor the progress of disabled children termly as part of the schools tracking system	Identify pupils with some form of disability track progress	ongoing	Class teacher/ SLT/SENCO	Any necessary adaptations are made to ensure children with a disability can reach their potential Any gap is narrowed	Termly	As required

- To ensure all members of the school have access to written and verbal communication

Make available school brochures, school newsletters and other information for parents/carers in alternative forms.  Availability of other written material in alternative formats	Review all current school publications and promote the availability in different formats for those who require it. The school will make itself aware of services available for converting written information into alternative formats	Ongoing	Headteacher	The school will be able to provide written information in different formats when required for individual purposes.	As required	As required
To continue improving communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community.	Ongoing	SENCo	Pupils, parents and visitors who are hearing or visually impaired to be better able to access verbal or written information.	Termly	As required