



*St. Bede's Catholic Primary School & Nursery*



# *Accessibility Plan*



*“Shine like a Lantern in the presence of the Lord”*

Approved by:	Head Teacher	Date: 04 – 09 – 2023
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Signed	
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Last reviewed on:	Autumn 2023
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## **1. AIMS**

Schools 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
- 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 to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>		<b>Long term:</b> The wider curriculum is relevant, stimulating and accessible for all children	Review the curriculum to ensure that is relevant, is stimulating and promotes equality Develop staff skills in adapting the curriculum to ensure it is accessible to all by: <ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Use of relevant research to inform planning/ delivery (e.g. EEF)</li> <li>• Shared planning</li> <li>• Development of Pupil Passports</li> </ul> Develop the use of IT (hardware and software) to support accessibility <ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Shared planning</li> <li>• Input from SEaTSS IT service</li> </ul>	Curriculum Leads, SLT and SENDCo	Sept 2022 and ongoing  Ongoing  Sept 2023	The curriculum reflects the school context The curriculum is relevant Children respond positively to the curriculum in feedback sessions Children make progress Staff are confident to plan for and use a range of IT resources to support children to access the curriculum Individual children are confident and engaged in learning when using relevant IT.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			<b>Short Term</b> Develop Remote Learning offer	Use of TEAMS Live lessons with follow up times Develop ways to monitor engagement and progress eg submitting work Develop ways to provide advice for parents	SLT	By Jan 2022	Children are accessing and engaging with remote learning Children are making progress Parents are positive about remote learning Remote learning is manageable for staff

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			<b>Long Term:</b> Children engage in active learning, developing their independent learning skills	Training for staff using Education Endowment Foundation TA toolkit Ongoing training on specific strategies such as use of visuals to support children with working memory difficulties to access instructions Review of level of independence is built into regular meeting – SEND review meetings, pupil progress meetings, learning walks and observations Ensure adaptations to curriculum are made to allow independence Review the marking policy to ensure levels of independence of pupil when completing work Strategies to support independence discussed in all target setting and review meetings	SLT and SENCO	By Sept 2023	Increased levels of independence are observed in whole school observations and individual teacher observations Strategies for independence are seen in book looks, planning scrutiny and individual targets Independence of specific children is discussed as part of progress during individual reviews and pupil progress meetings There is a collective opinion of what ‘independence’ means.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Prewarning of any changes to the physical layout of the environment for children with VI</li> <li>• High Visibility strips on steps</li> </ul>		<p><b>Medium term:</b></p> <p>Play ground is safe, stimulating and promotes interaction with other children for children with physical disabilities including significant visual impairments</p>	<p>Review of playground safety for children with visual impairments with VI team</p> <p>Meet with individual children, families and professionals where appropriate to review playground provision including access to activities and whether it is safe and stimulating</p> <p>Development of zones including quiet zone</p> <p>Ensure risk assessments are reviewed at least termly</p>	SENDCo with SEATSS (VI and other teams)	By December 2022	<p>Children with disabilities have input into their provision on the playground</p> <p>Children with disabilities have built in opportunities to interact with peers safely and take advantage of these opportunities</p> <p>Children with disabilities are safe on the playground and any significant incidents are analysed, with risk assessments updated</p> <p>Zones in playground meet the needs of all</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>Disabled toilets and changing facilities</li> <li>Staff trained to meet the needs of individuals with a medical needs</li> </ul>		<b>Short Term</b> Ensure class environments (including outside) are safe for children with VI	Audit of physical environment in Reception  Training for staff by VI team	SENDCo with SEATSS (VI and other teams)	By Sept 2022	Physical environment in Reception is safe and accessible for children with VI
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>Large print resources</li> <li>Pictorial or symbolic representations</li> <li>Specialised IT packages for individuals</li> <li>Use of RNIB books and Dolphin Reader</li> </ul>		<b>Long term:</b> Children with disabilities are able to access the curriculum with increasing levels of independence using IT packages	Up to date assessments from SEATSS IT outreach  Training for relevant staff- to include staff during transition	SENCo IT Co-ordinator	Ongoing	Systems are in place to ensure children with additional needs are able to access the curriculum  Children are able to use these systems with increasing independence  Staff are confidently planning and using a range of relevant resources





#### **4. MONITORING ARRANGEMENTS**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board/committee name/the governor name/the headteacher.

#### **5. LINKS WITH OTHER POLICIES**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy