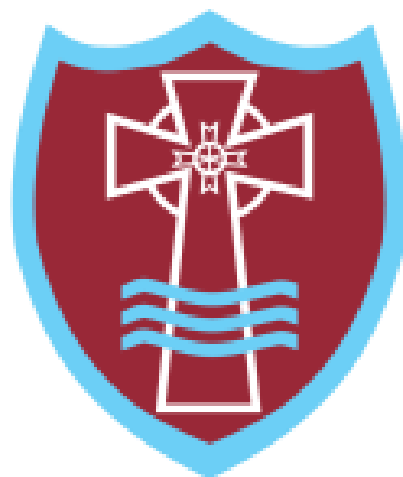


# ST AIDAN'S CATHOLIC PRIMARY ACADEMY



## Accessibility Plan

Reviewed: January 2020

Review date: September 2022



## **ST AIDAN'S CATHOLIC PRIMARY ACADEMY 2020-2022 Accessibility Plan**

### **Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”.

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

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

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. In St Aidan’s Catholic Primary Academy the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

We are committed to working together with The Good Shepherd Catholic Trust to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: • Asset Management Plan • Behaviour Management Policy • Curriculum Policy • Equal Opportunities Policy • Health & Safety Policy • Equality Plan • School Prospectus • School Improvement Plan • Special Educational Needs Policy • Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.



**ST AIDAN'S CATHOLIC PRIMARY ACADEMY 2020-2022 Accessibility Plan**

***Aim: To ensure equality of treatment and opportunities to improve the access to education for those pupils/parents who need additional consideration for accessibility throughout the school.***

**Improving Parents/Carers knowledge of the Curriculum & School events**

| <b>Intent</b>   | <b>Implementation</b>   | <b>By When</b> | <b>By Whom</b>               | <b>Resources<br/>(Time/INSET/Cost)</b>   | <b>Baseline<br/>Position</b>   | <b>Impact</b>  | <b>How we will evaluate</b>                         |
|---|---|----------------|------------------------------|--|--|--|---|
| To improve parents/carers knowledge of the curriculum and how to support their child. | Family literacy courses<br>Parent workshops in all areas of the curriculum<br>Regular communication of the curriculum | ongoing        | Members of Staff             | Translated materials<br>School newsletter<br>Parent ping<br>Face to face invitation to learning activities | The number of families attending workshops has increased however still a low %                                   | A greater % of parents attended school workshops and feel confident in supporting their child. | Through attendance data<br>Parental survey feedback |
| To ensure that parents/carers are informed regularly of school life.                  | School weekly newsletter<br>Parent ping for text/email communication<br>Notice board<br>Website                       | ongoing        | HT, Office staff<br>ICT lead | Website<br>Text service<br>Paper<br>Admin time   | The school have a good communication systems in place. However do feel that parents do not read the information. | Strong communication links between home and school.  | Feedback<br>Data use<br>Parents at events           |

|   |  |  |              |   |   |   |   |
|---|--|--|--------------|---|---|---|---|
|   | Paper letters occasionally and also available on request in the office.  |  |              |   |   |   |   |
| Parents to be supported to apply for PP funding if entitled. All pupils have equal opportunities. | Information provided regularly about PP funding entitlements.<br><br>Office admin to support applications.<br><br>Individual families approached and offered the PP funding. |  | Office staff | Provide ICT facilities and support to apply online for PP funding at parents evenings or drop in sessions | A low % of families applying for PP funding due to immigration and lack of information. KS1 free meals so parents unaware of entitlement. | A greater % of pupils accessing funds to support them in a wide range of areas resulting in equal to their peers. | Parental survey<br><br>Informal discussions with parents /carers<br><br>PP data |

### Improving Access to buildings

| Intent   | Implementation  | By When  | By Whom   | Resources              | Baseline Position  | Impact                       | How to Evaluate        |
|--|---|----------|-----------|------------------------|--|------------------------------|------------------------|
| For all wheelchair/walking frame users to access all facilities – wheelchair access to the main buildings and demountable buildings. | Ensure all access points are in good working order.<br><br>Regular audits on all access points. | On-going | All staff | School Site supervisor | Wheel chair access is already available to the demountable buildings. Lift access in both buildings. | Equal opportunities for all. | Health & safety audits |

## Improving Pupils Access to the Curriculum

| Intent   | Implementation   | By When         | By Whom  | Resources   | Baseline Position  | Impact  | How to Evaluate  |
|--|--|-----------------|--|---|--|---|--|
| <p>To provide a curriculum that meets a wide range of needs. A curriculum that offers wider experiences.</p> | <p>Long term plans identify the resources required for each year group.</p> <p>SEND needs are identified and differentiated for in all subjects.</p> <p>SENCo supports staff and families in additional support to enable their child to make progress.</p> <p>EAL needs are identified on entry and differentiated for accordingly.</p> <p>Planning to be monitored to ensure all children are included</p> <p>Ensure all children are making required progress. Pupil progress meetings identify the gaps.</p> <p>Phase leaders monitor and ensure coverage, delivery, assessment and progress is consistent across the Key stage.</p> <p>Subject leaders to monitor the</p> | <p>On-going</p> | <p>All staff</p> <p>SLT</p> <p>Subject leads</p> | <p>As required</p> <p>Time for monitoring</p> <p>Assessment tools</p> | <p>Resources match the current curriculum but require constant review and updating to suit individual needs.</p> | <p>St Aidan's offer a good curriculum that enables a wide experience for all pupils. Children enjoy learning and progress is steady in all areas.</p> | <p>Though assessment data.</p> <p>Pupil feedback</p> <p>Subject leader monitoring and feedback</p> |

|   |   |          |           |                               |   |   |                                 |
|---|---|----------|-----------|-------------------------------|---|---|---------------------------------|
|   | subject and the experiences for all year groups.  |          |           |                               |   |   |                                 |
| To ensure that educational visits are accessible for all children | Risk assessments and detailed enquires made with regards to wheelchair access/ visually impaired/hearing impaired pupils (for example)<br><br>Prior visits made by class teachers<br><br>Visits are related to the curriculum and relevant. | On-going | All staff | Time to visit places to visit | A range of visits are in place across the school. | All pupils to be fully included in all educational visits | Feedback<br><br>Long term plans |

**This plan has been agreed by:**

.....Date: January 2020

Headteacher

.....Date: January 2020

Chair of Governors

**Policy to be reviewed: September 2022**