

*Through God's grace a community growing in  
knowledge and understanding*



# **St. Laurence Catholic Primary School**

## **ACCESSIBILITY POLICY**



## 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.

St. Laurence Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers 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 fostering a culture of inclusion, support and awareness within the school.

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 hold the national Equalities Award (a national scheme aimed at all schools and children's centres who demonstrate their commitment to equality).

The school supports any available partnerships to develop and implement the plan, including the schools of the Our Lady of Walsingham Multi Academy Trust, Cambridgeshire schools, the parish community and Cambridgeshire Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association. It will be reviewed by the Local Governing Body, or a person or committee with delegated responsibility, every three years, or as operational needs dictate.

## Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>St Laurence offers a differentiated curriculum for all pupils, according to individual needs and abilities.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with</p>	<p>Children with disabilities make at least good or better progress from their starting point in each year at St Laurence Catholic Primary School.</p> <p>Children with disabilities make at least good or better progress from their starting point during their time at St Laurence Catholic Primary School.</p>	<p>Monitoring of individual children's progress through data analysis, Pupil Progress meetings</p> <p>Teaching and learning is adapted to suit the needs of individuals where appropriate</p>	<p>Heads of School</p> <p>Inclusion Leader</p> <p>Senior Leadership team</p>	On-going	Children with disabilities make good or better progress based on their individual starting points.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• School is all on one level</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Children with disabilities have access to manipulatives and resources to support their learning</p> <p>A child who needs a wheelchair would have a Personal Emergency Evacuation Plan (PEEP)</p>	<p>All resources that children need in class are easily accessible</p> <p>Teacher to meet with School Business Manager (SBM) to write PEEP</p>	<p>Class teacher and teaching</p> <p>SBM, Class teacher, teaching assistant</p>	<p>On-going</p> <p>As needed throughout school year</p>	<p>Any pupil in a wheelchair can have access to classroom and toilet facilities through necessary reasonable adjustments.</p> <p>Any pupil in a wheelchair can safely exit the school during an evacuation with support from an adult</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>St Laurence uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Visits from external specialists e.g. hearing, sight</li> </ul>	<p>Continue to work with outside agencies who offer support to ensure effective communication methods and sharing of information</p>	<p>Arrange times to meet with specialists throughout the academic year</p>	<p>Inclusion Leader</p>	<p>On-going</p>	<p>Children with disabilities will continue to have important information supplied to them in a way which meets their needs.</p>

**Monitoring arrangements**

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body of St Laurence Catholic Primary School.

**Links with other policies**

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

- Safeguarding and Child Protection policy
- Inclusion and Special Needs and Disability policy
- Health and safety policy
- Intimate Care policy

**Review**

Policy discussed and agreed with Governors 15th October 2020

Next review by Governors 15th October 2023

Date: October 2020