

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



St Laurence Catholic Primary School

Accessibility Plan

This plan addresses the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995).

The definition of Disability (Equality Act 2010):

“A person has a disability 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 carry out normal day to day activities”

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Premises, Health & Safety Committee of the Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

This plan will be reported upon annually in respect of progress and outcomes. The plan will be reviewed every 3 years.

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 St. Laurence Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

This Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability

This covers:

- expanding the curriculum as necessary to ensure that pupils with a

disability are as equally prepared for life as are the able-bodied pupils;

- teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
- the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

2. **Improve 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;
3. **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.

The Accessibility Plan should be read in conjunction with other relevant school policies strategies and documents such as

- Equality Information Objectives
- Equality Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour & Discipline Policy
- School Development Plan / Termly Operational Plan
- Home School Agreement

An accessibility audit will be completed by members of the Premises, Health & Safety Committee prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Action Plan: written March 2013
 reviewed March 2014 by Premises, Health & Safety Committee

Action Plan: Curriculum Access

Target	Measured by	Responsibility	Time	Progress reported
To ensure pupils receive support, where appropriate, to access all resources which require the use of fine motor skills	Class Teachers Class TAs KS Leaders	Inclusion Manager Headteacher	2013-16	<u>Mar 2014:</u> this has been happening. Staff have been using sign language to help children retain information – this has been beneficial in lower KS1 and foundation
To ensure good practice is maintained in the use of coloured overheads for print overs to support dyslexic pupils	Class Teachers Class TAs KS Leaders	Inclusion Manager Headteacher	On-going	<u>Mar 2014:</u> font colour on IWBs (interactive whiteboards) is often changed. Visualisers allow a class to see a page from a book on the IWB – coloured acetates can be used with these

Action Plan: Physical Environment

Target	Measured by	Responsibility	Time	Progress reported
To ensure a range of adults in school receive update First Aid Training	Headteacher	PH&S Committee	March 2013-2015	<u>Mar 2014:</u> First aid training was done 26 th Feb 2013 (8 adults) & on 13 th Mar – qualification valid for 3 years. Mixture of teachers, TAs, MDS, office staff
To ensure fire exits are clearly identified and Emergency Exit signs are checked weekly for lighting	Site Manager Headteacher	PH&S Committee	On-going	<u>Mar 2014:</u> ongoing

Action Plan: Access to Information

Target	Measured by	Responsibility	Time	Progress reported
To ensure new noticeboards in KS1 and KS2 playgrounds show information in large print so messages are clear and well defined for all	Class teachers	Inclusion Manager Headteacher	April 2013 then On-going	<u>Mar 2014:</u> notice boards are in place and are used. Large print is sometimes used – sometimes there isn't space.
To ensure there is good practice in using a range of methods for communicating information to parents through ICT, verbal and hard copies	Business Manager Admin Staff Teachers	Inclusion Manager Headteacher Chair of Governors	On-going	<u>Mar 2014:</u> All letters continue to go out on parent mail and as hard copies. Newsletters go on website. Sometimes TA will give information verbally to EAL families. School does not have a loop system – individual arrangements where needed