

Accessibility Plan

St. Laurence Catholic Primary School



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.

Aim	Current good practice	Objectives	Actions to be taken	Person/s responsible	Actions to be completed by	Success Criteria
Increase access to the curriculum for pupils with a disability.	St Laurence offers a differentiated curriculum for all pupils, according to individual needs and abilities. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Children with disabilities make at least good or better progress from their starting point in each year at St Laurence Catholic Primary School. Children with disabilities make at least good or better progress from their starting point during their time at St Laurence Catholic Primary School.	Monitoring of individual children's progress through data analysis, Pupil Progress meetings Teaching and learning is adapted to suit the needs of individuals where appropriate.	Headteacher Inclusion Manager Senior Leadership Team	Ongoing	Children with disabilities make good or better progress based on their individual starting points.
Aim	Current good practice	Objectives	Actions to be taken	Person/s responsible	Actions to be completed by	Success Criteria
	The environment	Children with	All resources	Class teacher and	Ongoing	Any pupil in a

Improve and maintain access to the physical environment	is adapted to the needs of pupils as required. This includes: • School is all on one level • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	disabilities have access to manipulatives and resources to support their learning A child who needs a wheelchair would have a Personal Emergency Evacuation Plan (PEEP)	that children need in class are easily accessible. Teacher to meet with School Office Manager to write PEEP	support staff School Office Manager		wheelchair can have access to classroom and toilet facilities through necessary reasonable adjustments. Any pupil in a wheelchair can safely exit the school during an evacuation with support from an adult
Aim	Current good practice	Objectives	Actions to be taken	Person/s responsible	Actions to be completed by	Success Criteria
Improve the delivery of information to pupils with a disability	St Laurence uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources	Continue to work with outside agencies who offer support to ensure effective communication methods and sharing of information.	Arrange times to meet with specialists throughout the academic year.	Inclusion Manager	Ongoing	Children with disabilities will continue to have important information supplied to them in a way which meets

	• Pictorial or symbolic representations • Visits from external specialists e.g. hearing, sight					their needs.
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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 policy
- Health and safety policy
- Intimate Care policy

Review: Policy discussed and agreed with Governors in October 2023

Next review by Governors: October 2026