



# Accessibility Plan

The community of St. Charles School believes that Jesus is at the heart of everything we do. We are committed to giving every child, every opportunity to achieve their potential in mind and body in a happy, safe and caring environment.

Policy Agreed: November 2018

Policy Reviewed: September 2020

## Contents

|                                       |   |
|---------------------------------------|---|
| 1. Aims.....                          | 2 |
| 2. Legislation and guidance .....     | 3 |
| 3. Action plan.....                   | 4 |
| 4. Monitoring arrangements .....      | 6 |
| 5. Links with other policies .....    | 6 |
| Appendix 1: Accessibility audit ..... | 7 |

.....

### 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, this procedure sets out the process for raising these concerns.

## **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 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.

### 3. Action plan

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

| Aim   | Current good practice<br><i>Include established practice and practice under development</i>   | Actions to be taken   | Person responsible   | Date to acti |
|---|---|---|--|--------------|
| <p>To identify all children who may need additional support in order to reach their end of year targets/ make at least expected progress.</p> | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum i.e. Lexia, EAL support</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> | <p>Timetable termly Pupil Progress meetings with class teachers.</p> <p>Regular contact between teachers and Nurture Group, to ensure appropriate provision for children's emotional wellbeing.</p> | <p>John Burke<br/>Deborah Nicolson<br/>Bernadette Hill</p> | <p>Autu</p>  |

|  |  |  |  |               |
|--|--|--|--|---------------|
| <p>Improve and maintain access to the physical environment</p>   | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>One level indoor site</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> </ul>         | <p>Develop outdoor area to ensure all areas are as accessible as possible.</p> <p>Develop use of Opal<br/>(See <b>Outdoor Play Policy</b>)</p>                                       | <p>John Burke<br/>Deborah Nicolson<br/>Bernadette Hill</p> | <p>Spring</p> |
| <p>Support for all staff, including TAs, so that they can make reasonable adjustments to the curriculum for identified children.</p> | <ul style="list-style-type: none"> <li>• <i>Our school uses different communication methods to ensure information is accessible.</i></li> <li>• <i>Reception Staff trained in autism to allow changes in curriculum to take place.</i></li> <li>• <i>Nurture Group for Children's Emotional Wellbeing and Mental Health</i></li> </ul> | <ul style="list-style-type: none"> <li>• Appropriate and relevant SEN training for staff</li> <li>• Audit of resources available</li> <li>• Drop in sessions with SENDCo.</li> </ul> | <p>John Burke<br/>Deborah Nicolson<br/>Bernadette Hill</p> | <p>On</p>     |

#### **4. Monitoring arrangements**

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

It will be approved by the governing board.

#### **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

## Appendix 1: Accessibility audit

| Feature           | Description  | Actions to be taken  | Person responsible         | Date to complete actions by |
|-------------------|--|--|----------------------------|-----------------------------|
| Number of storeys | N/A  |  |                            |                             |
| Corridor access   | Wide corridors   | Keep corridors clear<br>Wooden doors open when children moving around the school               | John Burke<br>Andrew Hardy | Ongoing                     |
| Lifts             | N/A  |  |                            |                             |
| Parking bays      | Parking bays available for adults with disabilities and children with disabilities | Ensure space in front of school is available for adults and children with accessibility issues | John Burke<br>Andrew Hardy | Ongoing                     |
| Entrances         | Main entrance<br>KS1/2 entrances   | Keep entrances clear   | John Burke<br>Andrew Hardy | Ongoing                     |
| Ramps             | Indoors: N/A<br>Outdoors: None   | Steps to be taken out of KS1 yard and replace with a ramp.                                     | John Burke<br>Andrew Hardy | Spring 2020                 |
| Toilets           | EYFS<br>KS1/KS2<br>Staff<br>Disabled toilet at entrance                            | None   | John Burke<br>Andrew Hardy | Done                        |
| Reception area    | Wide area  | Keep reception area clear  | John Burke<br>Andrew Hardy | Ongoing                     |
| Internal signage  | Dining Hall<br>Fire Escape   | Ensure at accessible level for all<br>Peps used in conjunction                                 | John Burke<br>Andrew Hardy | Autumn 2018                 |

|                         |  |   |                            |                              |
|-------------------------|--|---|----------------------------|------------------------------|
| Emergency escape routes | Emergency exits in each classroom and hall | 1. Keep emergency escape routes area clear<br>2. Peeps in place for vulnerable children | John Burke<br>Andrew Hardy | 1. Ongoing<br>2. Autumn 2018 |
|-------------------------|--|---|----------------------------|------------------------------|