



St. Antony's Catholic Primary School

Accessibility Policy and Plan

School Mission Statement

'God is at the heart of our school. With the help of our community we will strive to learn, love and achieve.'

Policy Date: Jan 2022
Review Date: Jan 2025

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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 values

St. Antony's Catholic Primary 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 following values have been agreed by staff and pupils and will be known as our 'Be Attitudes':

1. Be Responsible
2. Be Organised
3. Be Disciplined
4. Be Considerate
5. Be Understanding
6. Be Humble
7. Be Healthy
8. Be the change you want to see

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.

The Accessibility Plan will be reported on annually in respect of progress and outcomes and will provide a projected plan for the two years ahead. This plan will operate alongside the setting of Equalities Objectives. Plan is structured to complement and support the school's Equalities Objectives. 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.

St. Antony's Catholic Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with children, parents/carers, staff and governors of the school and will advise other school planning documents.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	A rigorous review system is implemented where all teachers know the next steps for all of the SEND children in their class. Child profiles, children views and parental views are in place with termly review meetings for all SEND children (EHCPs and SEN support) All teachers take responsibility for SEND children's progress which evidenced by assessment. Focused and targeted interventions in place.	Use progress meetings to identify the progress of vulnerable groups. Pupil progress meetings to inform progress and gaps in learning. All teaching and support staff to recognise their responsibility in identifying starting points for each intervention and how to measure progress.	Agendas for progress meetings to identify those making expected and above expected progress Pupil progress meetings to discuss attainment and progress of all SEND children. Review progress of pupils receiving interventions	SENCo	Evidence of outcomes for all SEND children improving by the end of July 2020.	Data demonstrates that pupils with SEND are making at least expected progress from their starting point. Intervention is applied to all learning opportunities and improves attainment.

	Improve deaf awareness of all staff including developing basic audiology knowledge/ fault finding to minimize disruption to learning times and enhance the inclusive learning environment. Ensure key members of staff are fully aware of the SEND children's disability and needs through relevant training e.g. Planning classroom organisation and information sharing. Ensure that support from outside agencies is in place. Following receipt of relevant funding, ensure specialist equipment, one to one support and workstations are established as necessary. Use a variety of approaches to planning and delivering the curriculum e.g. Buddying, mixed ability grouping Ensure that the curriculum is sufficiently differentiated and risks reduced.			SENCo Teacher of the Deaf Technician.	July 2020	Deaf pupils observed to be fully included in the school life, all staff report confidence in managing basic audiology needs of the children.
				SENCO Parents Support staff Class teacher Outreach support services	July 2020	Clear individual pupil profiles are in place with agreed targets and support Children making progress in line with expectation from their own starting points.
		All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	SENCo Class teachers Support staff	ongoing	

Improve and maintain access to the physical environment	Regular inspections by Health and safety group to identify need.	Ensure outside environment is accessible for all.	Corridors to be tidy and free from obstructions	Site manager	July 2020	All children to have access to a broad curriculum inside and outside.
	Steps are painted yellow where necessary.	Audit of corridors and access points	Use widgets to improve signage. Repaint all yellow lines on playground to help with visibility PEEPs written when required.	SENCo Site manager SENCo		All children to move around the school safely. Evacuation procedures to be in place to allow quick and safe evacuation.
	Emergency procedures in place for all children.	All staff aware of how to support children when evacuating buildings				
	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	Specific children have specific equipment and setting arrangements, which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Head teacher Deputy head teacher SENCo Class teacher	December 2020	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
Improve the delivery of information to pupils with a	Tasks are differentiated and provision ensures those with SEND can access the curriculum.	Ensure the relevant support is in place to ease communication with pupils with SEN	Teaching and support staff to use the skills analysis to make sure support staff are used	All Staff	On going	Skills analysis shows a gap in knowledge and CPD arranged to meet

disability		and disabilities e.g. a laptop, designated workstations, one to one support	effectively and work with different groups of pupils. Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	SENCo /support staff		these needs. SEND pupils are fully engaged with all school activities. Teachers are able to plan for the vulnerable children in their class as they know their needs and are able to plan to diminish the difference in their progress and attainment.
	Currently only WC have signs	To improve signage around school including visual clues	The needs of vulnerable children to be known by all class teachers Audit of resources. Use Communication in Print to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SENCo		Signs to be used around school to identify the use of individual rooms.

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 relevant committee of the governing Board and headteacher.

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	Two storeys School has areas leading to Reception, KS1 and KS2 with steps. There is a slope in situ from the Year 1 classes to Early years	Hand rails on stairs to be placed on walls so each side of the stairs has a hand rail.	Site manager	ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuver	Corridors to be tidy and free from obstructions	All school staff	On going
Lifts	We have no lifts at ST. Antony's Catholic Primary school.	N/A	N/A	N/A
Parking bays	We have 7 parking bays in the school park	N/A	N/A	N/A
Entrances	All doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door	When doors are replaced, they will be accessible for all.	Site manager SLT	Ongoing

Ramps	A ramp allows access into the Early years areas.	To be kept free from obstructions	All school staff	On going
Toilets	There are toilets on the ground floor only.	To be kept free from obstructions.	All school staff	On going
Reception area	Reception area is accessible for wheelchairs and wide enough for maneuver	Reception area to be tidy and free from obstructions	All school staff	On going
Internal signage	Some signage in school	Use communication in print to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned accordingly	SENCo Head teacher	July 2020
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	Ongoing