

# Accessibility Plan

## St Francis' Catholic Primary School



**Approved by FGB on:** Jan 2018

**Committee Responsible:** Strategy Committee

**Next review due by:** Jan 2021

## St Francis' Catholic Primary School Accessibility Plan 2017 - 2020

### Background

The Equality Act 2010 prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial
- the substantial adverse effects must be long-term
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

We recognise our duties to under the Equality Act 2010 to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### Aims

- to increase access to the curriculum for pupils with a disability which includes teaching and learning, the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits and residential visits
- to improve and maintain access to the physical environment of St Francis' School to include physical aids to access education as appropriate
- to improve the delivery of communications and information to disabled pupils and their families, taking into account pupils' disabilities and pupils' and parents' preferred formats

This policy should be read together with the SEND, Health and Safety, Behaviour and Inclusion policies.

### The Physical Environment

<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Monitored</b>
Inclusion of accessibility requirements as part of Health & Safety walks	Ongoing	FGB Head teacher Business manager SENDCo	Premises compliant with legislation and accessible to all  Marked disabled bay in car park	Head teacher Business manager Premises committee
Consider layout of classrooms e.g. positioning of furniture / seating arrangements / light and noise				
New buildings to be compliant with most recent accessibility guidelines				
Provision of a marked disabled parking space in the school carpark				

### Curriculum and Enrichment

<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Monitored</b>
Continue to monitor and analyse SEND pupil achievement	Ongoing	Head teacher & SLT Class teachers SENDCo	All pupils will be enabled to make good personal progress from their starting points  Children with SEND needs participate in extra curricular activities alongside their peers	Head teacher & SLT Pupil Progress Meetings Personnel and Curriculum Governors SENDCo
Provision of an inclusive, accessible curriculum inc. extra curricular activities e.g. educational visits and clubs.				
Extend resources and appropriate aids to support a variety of learning needs and styles as identified by IEPs				

### Communication

<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Monitored</b>
Respond positively and sensitively to all users with accessibility requirements	Ongoing	Head teacher & SLT Class teachers SENDCo	All pupils enabled to make good personal progress from their starting points  School website compliant	Head teacher & SLT Pupil Progress Meetings Personnel and Curriculum Governors SENDCo
Publicise school policies in relation to accessibility				