

## **St Monica's Primary School Accessibility Plan February 2021**

At St Monica's Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

We recognise that children with Special Educational Needs are an integral and valued part of our school community. We believe that every child matters and our inclusive philosophy stresses the right of all children to be fully involved in all aspects of school life. Our curriculum ensures that every child has the opportunity to shine and have their achievements recognised.

Our core values of including everyone in all we do ensure our school is truly inclusive. The school works closely with parents and health education professionals in the process of identifying and meeting the individual special needs of children. Further information about our provision for children with learning disabilities is set out in our SEND Policy and SEND Information Report.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is structured to complement and support the school's Equality

Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

St Monica's Primary School is 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 school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

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

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  
- Improve and maintain 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;
  
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

St Monica's Primary School 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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. A system of forward planning ensures that we are able to meet the needs of children, parents/carers and visitors with disabilities not previously encountered.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Inclusion Leader/ SENCO
- Site Manager

St Monica's Primary School  
Accessibility Plan

Action Plan A – Improving Physical Access

Ref	Area	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Outside Y3 classroom	Provide a handrail and textured surface where there is already a ramp in place	Immediate	High	Diocesan surveyor to seek quotes and appoint	Summer 2020

## Action Plan B – Improving Curriculum Access

Ref	Area	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Half termly	High	SLT release costs	Ongoing
2	Interventions	SENCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Half termly	High	Resourcing costs of identified areas to develop	Ongoing
3	Classrooms are organised to promote the participation and independence of all pupils	SENCo to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Termly	High	Possible resource implications where gaps are identified	Ongoing
4	Staff training in the production, implementation and review of Provision maps, pupil passports, IEPs and monitoring systems.	SENCo to deliver staff training for teaching staff.	Termly	High	Not applicable	Ongoing
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	SENCo to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Termly	High		Ongoing
6	Lockdown Adaptations		Half termly	High	N/A	Ongoing

		<p>Pupils working from home have access to information via Google Classroom.</p> <p>Communication with pupils is done via texts, emails and the blog on the web site.</p> <p>Pupils will be assessed by the provision of socially distanced arrangements to enable visitors or where appropriate via online meets.</p>				
--	--	--	--	--	--	--

### Action Plan C – Improving the Delivery of Written Information

Ref	Area	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Staff will consider the use of coloured paper and overlays to reduce visual stress.</p> <p>Staff will be mindful of how information is presented to children on IWB and consider background colour.</p>	Ongoing	High	Not applicable	
2	Review documentation on website to check accessibility for parents with English as an Additional Language	<p>The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.</p> <p>Review documentation and communication in line with 'Crystal Clear' guidance for the use of plain English.</p>	Ongoing	High	Not applicable	

