

St. William's Catholic Primary School



Accessibility Plan

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Headteacher	Mrs. Emily Ellis
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Aims of the Accessibility Plan

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.

“By following Jesus’ example, standing side by side, we will nurture each other to fulfil our hopes and dreams.”

On their journey through St William's, children will follow Jesus' example by living out Gospel values, stand side by side as part of an inclusive and caring community, nurture one another through kindness, encouragement and respect, and fulfil their hopes and dreams through a rich and ambitious education.

At St William's Catholic Primary School, we are committed to ensuring equality of opportunity and access for all pupils, staff, parents, carers and visitors. We recognise that accessibility extends beyond physical access and includes participation, communication, wellbeing and belonging. We will continue to make reasonable adjustments to remove barriers and ensure all members of our community can participate fully in school life.

We are a Catholic school who wish to help parents educate their children to appreciate the awe and majesty of God and His Creation, including respect for themselves and others as they recognise that all are made in God's image. We will build a prayerful community who support each other on our Faith Journey by preparing for and sharing the Sacraments together. We are committed to creating an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

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.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

AIM 1: Curriculum: *Increase the extent to which pupils with disabilities can participate in the curriculum.*

At St William's Catholic Primary School, we are committed to ensuring that all pupils with SEND are fully included, able to access all aspects of school life and supported to achieve their full potential. We believe that every teacher is responsible for the progress and development of all pupils, and that supporting pupils with SEND is a whole-school responsibility. Through inclusive practice and collaborative working, we aim to remove barriers to learning and enable all pupils to thrive.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	• Our school offers quality first teaching and an adaptive curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability using B-Squared • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Separate/longer parents' meeting for those children with SEND as required • All staff access training from TESS and other agencies. • Close working with external agencies – e.g SALT/OT/EP service • Provision mapping completed per class/per individual EHCP child • SEND Support plans or EHCP for children on SEND register – include parent's and child's voice termly.	To promote an inclusive culture where pupils, staff and families understand, value and support the participation of children with disabilities in all aspects of school life.	Parents to receive training e.g. MHST Monitoring and assessment of accessibility is carried out. Ensure educational visits, enrichment activities and extra-curricular clubs are accessible to all pupils through reasonable adjustments. Audit resources - Do the curriculum and resources include examples of people with disabilities? Liaise with parents and other agencies e.g. to improve access and well-being of children and wider family. Monitor and engage families in the Family Help process if applicable Awareness assemblies / workshops for whole school. Awareness and education of protected characteristics in-built into our curriculum. Gain Pupil Voice / wider stakeholder advice – parents and governors.	SEND/CO/Inclusion Lead SLT Class teachers Non-teaching staff Governors	Reviewed on an annual basis.	Evidence of positive interactions between pupils with disabilities, their peers, and staff. Pupil voice, attendance data, participation records and SEND review meetings demonstrate that pupils with disabilities feel included, safe and valued within school. Participation rates in clubs, trips, enrichment activities and leadership opportunities demonstrate that pupils with disabilities access the wider curriculum alongside their peers. Staff use QFT and adaptive teaching strategies Pupils with disabilities demonstrate measurable academic progress.

AIM 2: Physical environment: *Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.*

To improve and maintain access to the physical environment of St William's Catholic Primary school we will include physical aids to access education as appropriate.

St William's Catholic Primary School is continuing to develop and as we continue to improve the facilities and site we aim to consider carefully accessibility issues. Any individualised provision for pupils will be negotiated when a pupil's specific needs are known or change. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review and the school's Improvement planning process is the vehicle for considering such needs on an annual basis.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: • Ramps to main school • Doors wide enough • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Quiet spaces and sensory room • Increase in chrome books/ipads as supportive technology	To ensure that the school's physical environment remains accessible, inclusive and responsive to the changing needs of pupils, staff, parents, carers and visitors with disabilities.	Annual accessibility audit of classrooms and communal spaces. Review accessibility needs of current and future pupils. Consider accessibility requirements in all refurbishment and procurement decisions. Review specialist equipment and sensory resources annually.	Governin g Board Headteacher Business Manager	Reviewed on an annual basis.	The environment is adapted to the needs of pupils and adults.

AIM 3: Information: Improve the availability of accessible information to pupils with disabilities.

At St William's Catholic Primary School, we are committed to ensuring that information is accessible to all members of our school community. Information is shared through a range of methods including our website, digital communication platforms, written correspondence, meetings and direct communication with staff.

We recognise that some pupils, parents, carers, staff and visitors may require information to be provided in alternative formats to support access. Where required, we will make reasonable adjustments and work alongside families and external agencies to provide information in accessible formats, taking account of individual needs and preferred methods of communication.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils and adults with a disability.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Electronic so it can be enlarged/downloaded on to tablets etc. • Weekly newsletter, website, Class Dojo and School Ping, weekly message reminders, emails, face to face meetings, phone calls. • Regular parent workshops	Ensure internal signage and communication is suitable for people with a disability.	Review website content and digital documents to ensure they comply with accessibility requirements and can be accessed through assistive technologies where appropriate. Audit signage around the school. Is there adequate lighting in all areas? Increase appropriate signage around the school. Are there ways our communication can be improved?	Governing Board Headteacher	Reviewed at least on an annual basis.	Signage and communication will support children/visitors to engage fully with St William's.

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary (as stated in the action plan). It will be reviewed and 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 (SEND) information report
- Supporting pupils with medical conditions policy