



ST ANNES R.C. PRIMARY SCHOOL

'We grow together in God's Love'

Accessibility Policy

2019

Version 1

Contents

	Page
1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6
6. Links to Oldham Council Local Offer	6
7. Appendix 1: Accessibility audit Legislation and guidance	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.

This policy in line with our Equalities Policy outlines the commitment of the staff and Governors of St. Anne's R.C. Primary School to ensure that equality of opportunity is available to all members of the school community. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school. It means celebrating and valuing the achievements and strengths of all members of the school community and actively promoting community cohesion.

These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the staff i.e. AEN services staff, school improvement services staff, school attendance service
- Visitors to school
- Students on placement

We believe that equality and community at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St. Anne's School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

The catholic ethos of the school underpins our mission statement, emphasising the individual value of all our pupils. *We seek to encourage each child to develop his or her individual abilities: spiritual, academic and social, as fully as possible and in a spirit of confidence.*

We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Evidence	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Training of staff is reviewed regularly.</p>	<p>Planning shows differentiation</p> <p>Planning and lesson obs show suitable equipment used eg: coloured paper/ special grip pens etc</p> <p>PIVOTS used to track progress</p> <p>Annual curriculum mapping ensure all learners needs are met</p>	<p>CT/SLT</p> <p>CT/SENCO/SLT</p> <p>CT/SLT/SENCo</p>	<p>Ongoing monitoring</p> <p>Spring 1- ongoing assessments</p>	<p>All ch making progress</p> <p>All ch able to access curriculum and make progress</p> <p>All Ch making progress.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing 	<p>See accessibility audit</p>		<p>Site Manager/ SLT</p>	

Aim	Current good practice <i>Include established practice and practice under development</i>	Evidence	Person responsible	Date to complete actions by	Success criteria
	facilities <ul style="list-style-type: none"> • Library shelves at wheelchair-accessible height in some instances 				
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Large print resources • Braille • Pictorial or symbolic representations • Trained staff • Outside agency work 	Large print available Trained outside agencies eg: Visually impaired service and hearing impaired service in school regularly IEP ensure all ch can access curriculum and have correct resources and equipment	CT/ SENCO/ SLT	Termly IEPS Ongoing outside agency support	All children can access curriculum even if differentiation to their particular needs. All children make progress.

4. Monitoring arrangements

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

It will be approved by Governing Body and the 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

6. Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (**SEND**) aged 0–25 and their families



POINT Oldham:

<http://pointoldham.co.uk>



Parent Forum

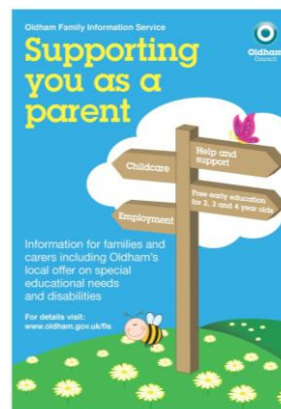
SEND ISSIS

<http://iassoldham.co.uk>



Family Information Service

www.oldham.gov.uk/familyinfo



Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Wheelchair accessible	Ensure kept clear at all time- part of fire risk assessment also	Head/Site Manager	Nov 19
Parking bays	Disabled parking available – Blue badge holders only.		Head/Site Manager	Nov 19
Entrances	Wide doors- and clear entrance.	Ensure kept clear at all time- part of fire risk assessment also	Head/Site Manager	Nov 19
Toilets	Disabled toilet available at both ends of the school.		Head/Site Manager	Nov 19
Reception area	Double door opening allowing wheelchair access. Entry button at wheelchair height.	Ensure kept clear at all time- part of fire risk assessment also	Head/Site Manager	Nov 19
Internal signage	Hearing impaired service attends school regularly.		Head/Site Manager	Nov 19
Emergency escape routes	All wheelchair accessible	Health and Safety inspection	Neil Walsh	Nov 19