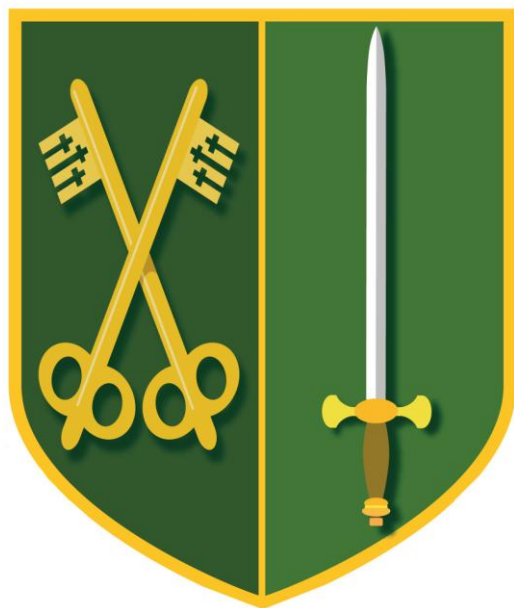


Accessibility Plan



Last reviewed on: June 2020

Next review due by: June 2023

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1. Aims

Schools and Academies 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 Academy 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 Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Peter and St Paul Catholic Primary Academy 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 Academy.

The plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

Our Academy'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 and Academies 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving the Curriculum Access for pupils with a disability

Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Date to complete actions by	Success criteria
<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>Some 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>Classroom are optimally organised to promote the participation and independence of all pupils.</p> <p>Deployment of teaching assistants effectively to support pupils' participation.</p>	Ensure curriculum resources include examples of people with disabilities	Audit curriculum resources for examples of people with disabilities	July 2021	Wide range of curriculum resources have examples of people with disabilities
	To continue CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Staff requirements identified (performance management). Guest speakers, school nurse, link professionals, INSET.	On-going	All staff fully meet the requirements of disabled children's needs with regards to accessing the curriculum.
	All out of school activities are planned to ensure the participation of the whole range of pupils wherever possible.	Review all out of school provision to ensure compliance with legislation.	On-going	All out of school activities will be conducted in an inclusive environment, where possible, with providers that comply with all current legislative requirements e.g. Academy visits, residential, extended Academy activities and sporting events.
	Training for governors in terms of raising awareness of disability issues	Provide training for governors	July 2021	Whole community Academy aware of issues relating to access.

Improve and maintain access to the Physical Environment

Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Date to complete actions by	Success criteria
<p>The environment is adapted to the needs of pupils as required.</p> <p>Disabled access to the main building and hall spaces.</p> <p>Portable ramps for use within the Academy building.</p> <p>Disabled parking bay.</p> <p>Width of corridors compliant.</p> <p>Open communication with parents and carers to inform us if they have problems with access to areas of the Academy.</p>	<p>To be aware of the access needs of disabled children, staff, governors and parents/carers, as the need arises, including fire exits that are suitable for people with a disability.</p>	<p>Ensure the Academy staff and governors are aware of access issues.</p> <p>Create access plans for individual disabled children as part of the SEND process.</p> <p>Ensure staff, governors and parents can access areas of the Academy used for Academy events.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone in the Academy becomes physically impaired.</p>	<p>As required</p>	<p>All staff, governors and parents are confident their needs are being met.</p> <p>SEND access plan are in place.</p> <p>All staff, governors and parents have access to all areas of the Academy where possible.</p> <p>PEEPs are prepared and reviewed as individual needs change.</p>
	<p>Maintain safety for visually impaired people.</p>	<p>Check if any child or adult has a visual impairment resulting in yellow paint being needed on step edges and other edges.</p> <p>Check exterior lighting on a regular basis.</p> <p>Adapt play equipment to help visually impaired children where appropriate.</p>	<p>Annually and as new children join the Academy throughout the year.</p>	<p>Visually impaired people feel safe in the Academy grounds.</p>

Improve the delivery of information to pupils with a disability

Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Date to complete actions by	Success criteria
<p>Our Academy uses a range of communication methods to ensure information is accessible when required e.g, large print resources, Braille, pictorial/symbolic representations.</p> <p>Managing SALT plans effectively and employing advice as given by professionals.</p>	<p>To be aware of the delivery of information to disabled children, staff, governors and parents/carers.</p>	<p>Ensure the Academy staff and governors are aware of delivery of information to those with a disability e.g. handouts, text books, reading books.</p>	<p>As required</p>	<p>All staff, governors and parents have access to information.</p>
	<p>Create an ethos of open communication with parents and careers to ensure they receive information in a format that is readily accessible.</p>	<p>Conversations with parents and carers of new starters to establish needs.</p>	<p>As required</p>	<p>Information made available in various preferred formats within a reasonable time frame.</p>
	<p>Raise the awareness of Academy staff on the importance of using a range of communication systems according to individual needs.</p>	<p>Training on a range of alternative communication systems as required.</p>	<p>As required</p>	<p>Academy is effective at meeting individual needs of every pupil.</p>

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 Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special Educational Needs (SEN) information report
- Special Educational Needs policy
- Supporting pupils with medical conditions policy
- Behaviour for Learning policy
- Academy Development Plan
- Business continuity plan