



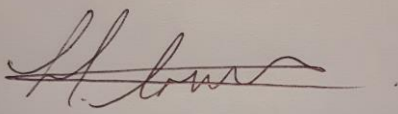
SS PETER & PAUL CATHOLIC SCHOOL

**'Learning Together, Achieving Together in Christ'**

# Accessibility Plan

<b>Approved by:</b>	Helen Arnold	<b>Date:</b> 2 November 2017
<b>Last reviewed on:</b>	19 <sup>th</sup> June 2019	
<b>Next review due by:</b>	June 2021	

Changes made  
Action plan has been updated



Helen Arnold  
Chair of Governors

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## 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.

Our school's aims reflect how we approach equality and accessibility, especially:

- We celebrate the diversity within our community knowing that we all belong to God's family

The plan is 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, working in conjunction with the local and diocesan authorities.

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.

## 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.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<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 periodically to ensure it meets the needs of all pupils.</p>	<p>Ensure that access to the curriculum remains clear through periodic review</p> <p>Ensure that representation of children and families with disabilities within texts and other resources</p> <p>To create a curriculum that is fit for purpose and interests and excites learners.</p>	<p>Reviewing curriculum opportunities</p> <p>Review library and other text resources</p> <p>Ensure that teachers give sufficient thought to accessibility when planning curriculum opportunities and educational visits.</p> <p>Whole school overhaul of the curriculum. Looking into the Intent, Implementation and impact of the subject areas</p>	<p>Assistant headteacher</p> <p>Subject leaders</p> <p>Class teachers</p> <p>Leaderships teams / Class teachers / Pupils</p>	<p>July 2018</p> <p>Spring 2020</p>	<p>Scrutiny of curriculum exemplifies full representation and accessibility</p> <p>The percentage of pupils, in all groups, making progress increases</p>

<p>Maintain access to the physical environment</p>	<p>The school is set on the ground floor, with the exception of Year Six and the staffroom being on the first floor:</p> <p>The environment is adapted to the needs of pupils with the use of.</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Electronic gates</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Physical resources to promote good occupational health</li> </ul> <p>In the event of a child with disabilities being part of the school, we will adapt the Year Six year group to being placed on the ground floor at that period.</p>	<p>Maintain and improve access to the physical environment</p>	<p>Ensure that all equipment is working correctly and safely</p> <p>Stairs and steps are correctly surfaced and are marked so that they can easily be seen by a person with visual impairment.</p>	<p>Site manager</p> <p>Site Manager</p>	<p>On going</p> <p>Autumn 2019</p>	<p>Reviewing the site to meet requirements and standards</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This may include:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic</li> </ul>	<p>Ensure that all children with disabilities can access signage across the school</p>	<p>Undertake learning walks with children, judging the efficiency of access</p> <p>Report to senior staff</p> <p>Senior staff to report to site Manager then governors</p>	<p>Support staff</p> <p>Assistant Headteacher</p> <p>Governing body</p>	<p>Termly</p>	<p>Children express their satisfaction</p> <p>Fire evacuations are safe and well-managed for children with disabilities</p>

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## **4. Monitoring arrangements**

This document will be reviewed every **two** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Pastoral Committee.

## **5. Links with other policies**

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

- Risk assessments
- 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
- Teaching and Learning policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				