



Our Lady Catholic Primary School

Accessibility Policy



The Diocese of Westminster Academy Trust
A Catholic Academy

September 2023

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	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.

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.

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.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Personalised curriculum Individual support plans training for staff Physical resources, outreach services, Behaviour Support team Individual Healthcare Plans in place Mentor support (adults and pupils) EHCP applications and plans 	All staff to be appropriately trained to effectively support all pupils	Whole-school, team and individual training planned for, funded and attended. Information cascaded on return	SENCO Headteacher	Ongoing	All staff respond with confidence to the needs of all pupils
		Physical resources are available to support particular needs	Audit current resources and purchase based on recommendations	SENCO Class Teachers	Ongoing	All pupils will have access to appropriate support equipment for their needs
		Early identification of needs e.g. SEND, EAL, Communication	Resources to be purchased and implemented as and when identified and needs arise	SENCO All staff	Ongoing	SEND can be identified and acted on earlier, meaning more effective support given
		Support given through new technologies	Investigate and purchase new resources	SENCO Computing Subject leader	Ongoing	Encourage independence in pupils with SEND

				Class teachers		
		Stakeholders to give views and input into current scheme and future objectives	Conduct an accessibility and equality questionnaire for parents, pupils, staff and governors	Headteacher SENCO	July 2024	The scheme will be reflective of the needs of all stakeholders
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Lit pathway to main office Disabled toilet One-level access to school through main entrance Slope to junior playground 	To improve access for people with a hearing impairment	Investigate hearing loop system for all classrooms	Headteacher SENCO Governor	July 2024	Stakeholders with a hearing impairment will be able to use support equipment in all areas of our school
		Move position of current disabled parking space to more convenient place	Clearly mark out new position of disabled parking space	Headteacher Site Manager	July 2024	Parents who are disabled will be able to easily park at school, within sight of the playground so children can walk to the car.
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Planned for support for pupils, use of technology e.g. laptops for support, touch-typing classes 	All classrooms to achieve dyslexia-friendly status	Organise SPLD base to observe and advise	SENCO Class teachers	July 2024	Pupils with dyslexia are able to access the curriculum with targeted support
		All written information to be in dyslexia-friendly font	Obtain advice around best font to use Consider font of letters to parents, website, policies etc	All staff	Ongoing	Stakeholders with dyslexia can access all written information without difficulty
		To enable children who are pre-writers to communicate through written word	All staff to be trained in the use of communicate in Print	SENCO	July 2024	Children who are not able to communicate through writing, will be able to use

						CIP to communicate.
Improve access to the curriculum for vulnerable groups	<ul style="list-style-type: none"> Curriculum includes: Celebrate other faiths and cultures Recognise significant Black figures in History Google translate and translator services to be used where appropriate 	Pupils new to English will be supported to develop English language skills	Pupils to be assessed for English language knowledge asap on arrival to the school	SENCO Class Teachers	Ongoing	All staff will know the ability of pupils new to English, can assess effectively
		Parents to be able to access essential information in other languages	<p>Inform all stakeholders of the translate facility on our school website.</p> <p>Google translate to support this</p>	SENCO	Ongoing	All stakeholders will be able to understand key information in their own language.

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 Operations Committee and 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

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
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				