

St Agnes' Catholic Primary School



Accessibility Plan 2019-2022

Date of policy review: September 2019

Next review: September 2022

Policy written by: S O'Reilly

Policy reviewed & passed by: Governing Body

Key person responsible S O'Reilly

Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing body of **St Agnes Catholic Primary School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Next review date: _____

Planning duty 1: Curriculum

Target	Strategies	Responsibilities	Timescale	Outcome/SC
Continuing to develop and refresh staff expertise in relation to the needs of the schools SEN population	Staff training on curriculum access for: <ul style="list-style-type: none"> • Dyslexia friendly classrooms, • Autistic Spectrum Disorder (ASD) friendly classrooms, • Sensory smart classrooms 	SEN team	Ongoing rolling programme	Raised staff confidence in supporting the needs of the pupils in their class
Increase pupils ability to identify their feelings and become more independent in recognising their emotions	Staff training on zones of regulation	SEN team	Initial introduction academic year 2019-20	Pupils confident is recognising their emotional zone using zones of regulation
Develop use of ipads to support pupils access to the curriculum in the classroom	Research apps for pupils to use to support learning Training for staff on using ipads in the classroom	ICT / SEN team	Starting Sept 2019 and then ongoing	Ipads are used to support pupils access the curriculum

Planning duty 2: **Physical environment**

Target	Strategies	Responsibilities	Timescale	Outcome/SC
Layout of school to allow access for all pupils, & Staff to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Head/ Governors/ Site manager/ School Surveyor	As required	Re-designed buildings are usable by all
Ensure toilet facilities are accessible for all pupils	Install handrails and have steps available	SEN Team/Site manager	Autumn 2019	All toilet facilities are accessible for pupils with achondroplasia
Disabled toileting facilities	Consider disabled toilet access in any school redesign	Head/ Governors/ Site manager/ School Surveyor	Part of expansion project 2019	Disabled toilet facilities are fully accessible
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties as required	SEN Team	As required	All disabled pupils and staff working alongside are safe in the event of a fire

Planning duty 3: **Information**

Target	Strategies	Responsibilities	Timescale	Outcome/SC
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in “simple” English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all documents accessible via the school website can be accessed by the visually impaired and easily translated into home language</p>	<p>Office</p> <p>School Office</p> <p>School office</p>	<p>During induction</p> <p>On-going</p> <p>Current</p>	All parents receive information in a form that they can access and understand.
Use Makaton signing to support communication with pupils and parents	Makaton training for staff	SEN team	2019-20	Makaton signs are used to support communication with pupils and parents
Consistent use of visuals to support SEN pupils	Training on staff about how to create visuals using WIDGIT	SEN team	Ongoing	Consistent visuals are used across the school to support SEND pupils

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SEN team	Ongoing	Staff produce their own information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual representing the language of the school community	SLT Team	Autumn 2019	EAL parents to be confident in navigating the school