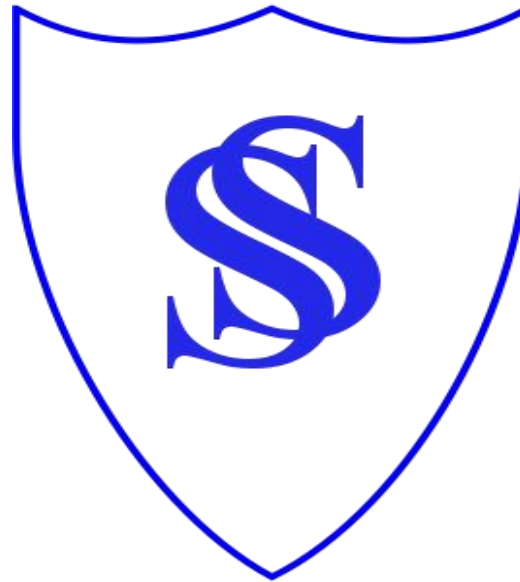


ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

'Love like Jesus. Learn like Jesus. Live like Jesus.'

Accessibility Plan 2023-26

DOCUMENT STATUS

Produced By	Version	Date	Action	Review
St Stephen's Catholic Primary School	1	September 2023	For adoption by Governors Body	September 2026

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Statement of intent:

This plan outlines how St. Stephen's Catholic Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). A person is regarded as having a disability under the Equality Act where they have 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 curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

I. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

ST STEPHEN'S PRIMARY SCHOOL ACCESSIBILITY PLAN: 2023 - 2026

I. To increase the extent to which all pupils can participate in the school curriculum.

Target/s:	Actions:	Resources:	Actions to be taken:	Person/s responsible:	Success Criteria:
<ul style="list-style-type: none"> To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision 	<ul style="list-style-type: none"> Create personalised risk assessments and access plans for individual children for relevant activities. Access to virtual live lessons for pupils with medical needs and those off in isolation. Adjusted PE sessions based on mixing abilities within PE lessons. Pupils participating in Swimming lessons regardless of ability. Classroom layout reviewed at beginning of each term – pupil needs accommodated for through classroom layout planning. All children given opportunities to access all out of school activities – inclusive external visits. Visual impaired children sit at front of room. Staff training needs include epi-pen, dyslexia, literacy etc. ECT's fully supported. Emergency evacuation procedures, are clear and staff are capable of carrying them out. Initial baseline assessment programmes utilised 	<ul style="list-style-type: none"> Screening tests Base-lining Staff meetings Staff training: Little Wandle Phonics and Early Reading training Dyslexia online tools 	<ul style="list-style-type: none"> Survey staff to audit CPD needs in line with pupil needs. Purchase any resources/services deemed necessary. 	<p>HT</p> <p>SENCo</p> <p>Governors</p>	<ul style="list-style-type: none"> Evidence that appropriate considerations and reasonable adjustments have been made. Attendance in school meets target. Assessment results meet targets.

<ul style="list-style-type: none"> • Effective use of resources to increase access to the curriculum for all pupils 	<ul style="list-style-type: none"> • Strategic deployment of support staff/inclusion teacher • Dyslexia friendly interactive screens in classrooms • Working walls in all classroom for key subjects • Staff training needs reviewed annually • Peer to peer working as appropriate. • Pupil Voice-including via regular School Council meetings with DHT and via annual pupil survey • IT devices provided for Home-learners as needed/ requested • Visual timetable displayed for each class. 	<ul style="list-style-type: none"> • Interactive Learning: • School Council • Pupil Voice • Wellbeing Team • Teacher training: • Speech and language programmes. • Bespoke work packs • TA allocated hours 	<ul style="list-style-type: none"> • Review assessment procedures for partial closure. • Update pupil survey and distribute. • Facilitate staff training and updates as and when required. 	<p>HT</p> <p>SENCo</p> <p>Class Teachers</p> <p>Teaching Assistants</p> <p>Governors</p>	<ul style="list-style-type: none"> • Positive impact on pupil progress. • Barriers to learning are removed. • Positive feedback from pupil voice surveys.
<ul style="list-style-type: none"> • Appropriate use of specialised equipment to benefit individual pupils and staff 	<ul style="list-style-type: none"> • I-pads/Laptops available to support children with writing. • Coloured overlays for pupils with visual difficulty. • Specially shaped pencils and pens for pupils with grip difficulty. • Use of wedge/wobble cushions. • TA support and additional intervention methods. • Independent learning resources in each class to support learning. • Social skills provision in place to support pupils 	<ul style="list-style-type: none"> • Technology in classrooms – I-pads/laptops and appropriate software. • Talking tins • Fine Motor Skills programmes • Trained TAs allocated 	<ul style="list-style-type: none"> • Pupil and classroom audits to be undertaken termly to ensure resources/ equipment are available to pupils and staff. 	<p>SENCo</p> <p>Class Teachers</p> <p>Teaching Assistants</p>	<ul style="list-style-type: none"> • Increased access to the Curriculum. • Needs of all learners met.

2. To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Target/s:	Actions:	Resources:	Actions to be taken:	Person/s responsible:	Success Criteria:
<ul style="list-style-type: none"> <i>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.</i> 	<ul style="list-style-type: none"> Create personalised risk assessments and access plans for individual pupils. Staff carry out Home visits before child with disability starts at school. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. 	<ul style="list-style-type: none"> Parents knowledge OT support Nurses/doctors Signage displayed Wellbeing Team 	<ul style="list-style-type: none"> Provide any training staff deemed necessary to support a child with specific needs. Classroom audits to be undertaken termly to ensure correct resources/ furniture are in place. 	<p style="text-align: center;">HT</p> <p style="text-align: center;">SENCo</p> <p style="text-align: center;">Class Teachers</p> <p style="text-align: center;">Teaching Assistants</p> <p style="text-align: center;">Governors</p>	<ul style="list-style-type: none"> As full as possible inclusion for all pupils. Safe evacuation in an emergency.

3. Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Target/s:	Actions:	Resources:	Actions to be taken:	Person/s responsible:	Success Criteria:
<ul style="list-style-type: none"> <i>To enable improved access to written information for pupils, parents and visitors.</i> 	<ul style="list-style-type: none"> Create and offer information in alternative formats i.e. website newsletter, printed newsletter, text messaging/ParentPay, verbal information to parents via teachers and office staff. Access arrangements are considered and put into place for statutory testing. Provide translated documents where appropriate. Parent/carer contact details updated once per year. 	<ul style="list-style-type: none"> Use of translator through local charity. 	<ul style="list-style-type: none"> Add translation button on website – discuss with website provider. 	<p style="text-align: center;">HT</p> <p style="text-align: center;">SENCo</p> <p style="text-align: center;">Governors</p>	<ul style="list-style-type: none"> Evidence that appropriate considerations and reasonable adjustments have been made.

<ul style="list-style-type: none"> • Ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so as they can fully support their child's education. 	<ul style="list-style-type: none"> • Adopt a proactive approach to identifying the access requirements of parents/carers and make reasonable adjustments where possible. • Seek and act on advice from sensory support advisor on individual parent/carer requirements. • Adjustments made to newsletters i.e. Ensure large, clear font used in documentation. 	<ul style="list-style-type: none"> • Newsletters • Online journals • School website • Social media • Hybrid method of meetings e.g. face to face or virtual 	<ul style="list-style-type: none"> • Conduct parent/carer surveys about best/easiest means of communication about school life. • Larger print sized newsletters can be provided via paper and electronic copy. 	<p>HT</p>	<ul style="list-style-type: none"> • Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
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The next scheduled review date for this plan is **September 2026**.