



Accessibility Plan

Agreed: spring 2019

To be reviewed: spring 2022

St. Edward's Catholic Primary School Accessibility Plan – spring 2019



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1. Legislation and Guidance

The Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001) placed a duty on all schools to increase, over time, their accessibility to pupils with a disability.

The DDA 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, 'substantial' is defined as 'more than minor or trivial' and 'long-term' is defined as 'a year or more'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

This document also 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.

Schools are therefore required to make 'reasonable adjustments' 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.

2. Aims

All schools have a duty to produce and regularly review an Accessibility Plan.

The purpose of the Plan is to:

- increase the extent to which disabled pupils, parents/carers, staff and visitors can participate in the life of the school;
- improve the physical environment of the school to enable those with a disability to take better advantage of the education, benefits, facilities and services provided;
- improve the availability of accessible information to those with a disability.

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 is also committed to ensuring staff are trained in equality issues, including understanding disability issues.



3. Activity

The school recognises its duty under the DDA to:

- not discriminate against pupils with a disability in its admissions, exclusions and the provision of education and associated services;
- not treat pupils with a disability less favourably;
- take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage;
- to produce and periodically review an Accessibility Plan.

In addition, in performing their duties, governors and staff will be aware of the DRC (Disability Rights Commission) Code of Practice (2006).

The school recognises a parent's/carer's knowledge of their child's disability and its effect on his or her ability to carry out certain activities. The school also respects the parent's/carer's and child's rights to confidentiality.

As standard practice, the school asks about disability and health conditions in early communications with new parents and carers. Thereafter, staff maintain frequent and effective communication with parents and carers of existing pupils to ensure any changes in circumstances or needs are identified. Furthermore, the school will continue to seek and follow the advice of appropriate external services.

Schools are required to produce an Accessibility Plan for their individual setting under the following headings:

- Access to the Curriculum;
- Access to the Environment;
- Access to Information.

a) Access to the Curriculum

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

The school also endorses the key principles of the national curriculum, which underpin the development of a more inclusive curriculum.

The school uses resources tailored to the needs of pupils who require support to access the curriculum.

Intervention strategies are deployed to offer appropriate support.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of all pupils.

Trips/visits are accessible to all.

Examples of support: Autism Advisory Team, Early Help Family Practitioner, Educational Psychology, Makaton, Speech and Language and the Virtual School.

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b) Access to the Environment

4 of the current 12 classrooms are at ground level, 3 at level 1 and 5 at level 2. There is some flexibility to rotate classrooms to accommodate the needs of those with a disability.

When necessary, wheelchair slopes are used.

Corridor widths are adequate and are kept clear.

The quality of lighting is good.

A disabled parking bay is due to be installed.

The school will take account of the needs of those with a disability when planning and undertaking future improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and more accessible facilities and fittings.

In 2018 a report on proposed building modifications to comply with DDA and Equality Act requirements was produced by an architect. The following restrictions apply:

- there is no elevator facility available;
- there is no disabled toilet/changing facility available.

c) Access to Information

Parent/Carer support provided as required.

The school is aware of local services, most especially those provided via the local authority, for providing information in alternative formats when required.

Large print resources.

4. Monitoring Arrangements

The Accessibility Plan will be reviewed by the Resources Committee every 3 years.



5. Links with Other Policies

The Accessibility Plan is linked to the following policies and documents:

- Admissions Policy;
- Curriculum Policies;
- Health and Safety Policy;
- Managing Equality Policy;
- Safeguarding and Child Protection Policy;
- School Improvement Plan;
- Special Educational Needs and Disability (SEND) Policy.