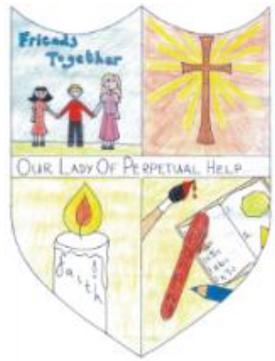


Our Lady of Perpetual Help Catholic Primary School



Accessibility Plan

Revision Date	Revision Version	Date approved by Governors and committee	Summary of Changes
March 2019	1	To be presented at Catholic Nature Committee - 6/6/19	New Policy

*The mission of our schools is to
'Grow as a community through faith in God giving love and respect to all.'*

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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.

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, including pupils, parents, staff and governors.

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

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 to ensure it meets the needs of all pupils.</p>	<p>To review policies to ensure that they reflect inclusive practice and procedure.</p> <p>To work with parents to ensure pupils with a disability, medical condition etc. are involved in the wider curriculum including trips and residential as well as extra - curricular provision.</p> <p>Increase staff</p>	<p>To ensure we comply with the Equality Act 2010</p> <p>Liaise with external agencies, identifying any additional training needs.</p> <p>Liaise with parents/carers to create personalised risk assessments and access plans for individual children.</p> <p>Regularly audit staff confidence levels and ensure the correct CPD is</p>	<p>SMT, Business manager and Governors</p> <p>SMT + all teaching staff</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All policies clearly reflect inclusive practice and procedure.</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made.</p> <p>All staff adopt the correct approaches, for example, a calm,</p>

		confidence with pupils with additional needs eg autism	delivered.		Ongoing	empathetic approach and to give pupils with autism time to process and respond to instructions.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Improve the physical school environment.	The school will take account of the needs of pupils with sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as lighting and colour schemes, clear signage and more accessible facilities and fittings.	SMT, business manager and caretaker.	ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 	Improve internal signage for pupils with autism.	To increase the amount of visual clues, to help pupils with autism understand and navigate the environment.	SMT, business manager and caretaker.	ongoing	Internal signage is further improved.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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 governors.

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building	n/a	n/a	n/a
Corridor access	There is one long corridor.	Ensure the bottom of the corridor is free from dinner trolleys so there is full access to the KS2 toilets + exit.	Diane Collins	Ongoing
Parking bays	There is one disabled parking bay - the closest	n/a	n/a	n/a

	bay to the main school entrance.			
Entrances	There is one main entrance to school. This entrance has a ramp.	n/a	n/a	n/a
Ramps	There are two ramps	n/a	n/a	n/a
Toilets	We have one disabled toilet.	n/a	n/a	n/a
Reception area	The reception area has ramp access. It is wheelchair friendly.	n/a	n/a	n/a
Internal signage	Some internal signage	Increase the amount of visual clues, to help pupils with autism understand and navigate the environment.	Head/SENCo/business manager/caretaker	Autumn Term 2019
Emergency escape routes	These are all clearly labelled. There are currently no PEEPS in place. In an emergency disabled visitors can leave the school by two different routes.	n/a	n/a	n/a