



# St Wulstan's Catholic Primary School

## Accessibility Plan

<b>Approved by:</b>	Angela Randle	<b>Date:</b> September 2021
<b>Last reviewed on:</b>	September 2021	
<b>Next review due by:</b>	July 2024	

## 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.

St Wulstan's is an inclusive Catholic school that is guided by the Gospel values that are expressed in our school aims and mission statement. These aims promote inclusive education in its widest sense in all areas of school life. Providing for pupils with Special Educational Needs and Disabilities (SEND) is just one way in which we promote and support inclusion. We believe that each child is unique, being created in God's own likeness, each with his/her own gifts and talents.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

## 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 Chair of the Local Governing Body.

## Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report

## Action Plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN/STRATEGIES	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"> <li>We offer a differentiated curriculum for all pupils.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>Curriculum progress is tracked for all pupils, including those with SEND and changes to the curriculum made if necessary.</li> <li>Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Children to work in a variety of ways - individuals, pairs, group and whole class across the whole curriculum.</li> <li>Effective deployment of staff to support specific needs by carrying out tailored intervention programs.</li> <li>Ensure that information is presented in a way that meets the needs of children with specific difficulties.</li> <li>Ensure that strategies/interventions recommended by external agencies are implemented correctly.</li> <li>Ensure that equipment provided by outside agencies is used correctly and that staff receive adequate training.</li> </ul>	SLT SENCO Class Teachers TAs	Ongoing	<ul style="list-style-type: none"> <li>Resources are targeted more efficiently.</li> <li>Children achieve or exceed their individual targets.</li> <li>When lessons are monitored, SENCO/SLT can identify that strategies outlined in this plan are in place.</li> </ul>
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>Our school environment is adapted and can be adapted further to meet the needs of our pupils as required.</li> <li>Our school currently has the following adaptations:</li> </ul>	<ul style="list-style-type: none"> <li>To review existing Education, Health and Care Plans (EHCP) annually for pupils with disabilities and adapt/extend provision where required.</li> <li>To seek support from external</li> </ul>	SLT SENCO Site Manager	Ongoing  Health and Safety Audit October	<ul style="list-style-type: none"> <li>Provision for all pupils will be outstanding and meet their needs.</li> <li>Our school continues to be accessible to</li> </ul>

	<ul style="list-style-type: none"> <li>• Large corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• School is accessible in all areas to wheelchair users with the use of a ramp.</li> </ul>	<p>agencies as and when appropriate.</p> <ul style="list-style-type: none"> <li>• Termly reviews with Class Teachers and support staff.</li> </ul>		2021 – review annually	wheelchair users.
Improve the delivery of information to pupils with a Special Education Need and/or Disability	<ul style="list-style-type: none"> <li>• We currently use a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>○ Large print resources when necessary</li> <li>○ Radio aids for children when necessary</li> <li>○ Visual supports when necessary</li> <li>○ Pictorial or symbolic representations used around school</li> </ul> </li> <li>• Current SEND Policy and Information Report in place to ensure that the needs of all pupils are met and that parents are aware of how school can meet their child’s needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided amended resources/equipment as necessary to children with SEND.</li> <li>• Training for all staff on new SHINE intervention programmes.</li> <li>• Continued development of a range of inclusion strategies involving multi-agency approaches.</li> <li>• Incorporate advice/strategies from external agencies.</li> </ul>	SLT SENCO	September 2022 and ongoing throughout the life of the plan.	<ul style="list-style-type: none"> <li>• School will be able to successfully deliver information in a number of ways.</li> <li>• There will be sufficient strategies put in place to ensure the needs of all children are met.</li> </ul>
All children to be able to take part in school visits, regardless of their Special Educational Need or Disability (SEND)	<ul style="list-style-type: none"> <li>• All children are invited on off-site and residential trips and necessary adaptations are made after reviewing the risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete risk assessments where necessary to ensure full access to off-site visits and residential trips for all pupils.</li> </ul>	SLT SENCO EV Coordinator	Ongoing	<ul style="list-style-type: none"> <li>• All children will participate in school visits.</li> </ul>