

St Anne's Catholic Primary School Accessibility Plan 2023-2024

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governors of St Anne's 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 board 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.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and school families.</p> <p>Ensure the school staff and governors are aware of access issues.</p>	<p>To create access plans for individual children.</p> <p>To ensure all users can access all areas of school.</p> <p>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to any areas of the school building.</p> <p>Ensure information is shared with all relevant staff/workers/agencies/volunteers to ensure continuity of care for the children.</p>	<p>As and when required.</p> <p>Ongoing – although at least annually in Autumn term.</p> <p>Ongoing, ensure information is shared at transition meetings and passed to new class teacher</p>	<p>SENCO/teacher/school nurse</p> <p>Headteacher</p> <p>SENCO</p>	<p>All doorways are wide enough for wheelchair access.</p> <p>All classrooms are accessible from the outside via ramps.</p> <p>Use of hall includes wheelchair access.</p> <p>All parents/carers have an opportunity to complete a disability questionnaire.</p> <p>Care plans updated fully in Autumn term and shared with all staff.</p> <p>Volunteers/ASC and Breakfast club are aware of health care needs of children at all times.</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check exterior lighting is working on a termly basis.</p>	<p>Checked once a term</p>	<p>Site Supervisor/Health and Safety Governor/SBM</p>	<p>Visually impaired people feel safe in school grounds.</p>
<p>Ensure all disabled people can be safely evacuated.</p>	<p>a) Ensure there is a Personal Emergency Plan (PEP) for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation.</p> <p>c) Ensure all visitors to the school are made aware of evacuation</p>	<p>a) As needed</p> <p>b) Termly firedrills and evaluation of effectiveness</p> <p>c) As needed</p>	<p>a) SENCO</p> <p>b) Headteacher</p> <p>c) Headteacher, SBM</p>	<p>Procedures in place to ensure safe evacuation in an emergency.</p>

	procedures, e.g. fire exits and meeting points.			
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Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure all staff have training on disability issues and individual pupil's needs.	Identify training needs at regular meetings and staff appraisal.	Staff appraisal – Autumn term Pupil progress meetings - termly	SENCO/Headteacher	Raised confidence of staff in meeting pupil's needs and access to the curriculum.
To enable all pupils to access school visits and trips.	Ensure venues and means of transport are vetted for suitability.	Ongoing when trips/visits are being planned.	Classteachers/EVC/SENCO	All pupils are able to access all school trips and take part in a range of activities.
To ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports.	Yearly	SENCO and PE co-ordinator.	All pupils have access to PE.
To ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with After School Club and Extra Curricular Club leaders where support is needed. E.g. extra adult to support a child to access ICT club.	Ongoing – as needed	SENCO/ASC/Activity leaders.	All pupils have access to Breakfast and ASC and Extra Curricular provision.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure information is accessible to all.	Information sent to parents via parent pay text messaging, email, newsletters, website. Ensure all parents access parent pay account as the main source of communication. Address any accessibility issues regarding parents who do not have a mobile phone.	Yearly	Bursar SENCO/Headteacher Bursar Bursar	School more aware of preferred methods of communication and parents feel included. School website accessible to all.