

# St Edmund's Catholic Primary School

## ACCESSIBILITY PLAN



<b>Status of Policy</b>	<b>Date:</b>
Policy Revised:	November 2015
Agreed By Staff:	November 2015
Date Ratified By Governors:	November 2015
Date For Review:	Autumn 2018

# School aims

With God's help we aim to ...

- ❖ promote Gospel values and the teachings of the Catholic Church as an integral part of our mission, providing a comprehensive religious education which expresses the life of faith through worship, liturgy and prayer
- ❖ ensure a Catholic ethos which will be experienced by all who enter the school and which will allow God's light to shine out of each child
- ❖ create an exciting and vibrant curriculum where high standards are achieved through high quality teaching, learning and assessment
- ❖ provide a warm emotional environment where learning is enjoyed by all, and in which all children are treated as special, individual and important
- ❖ provide a safe and healthy learning environment where behaviour is excellent, developing in children a respect for themselves and each other within a loving Catholic community
- ❖ be at the heart of the parish, an active part of the local community and of the universal Church
- ❖ sustain improvement through high quality leadership and governance
- ❖ recruit and retain high quality staff and use our time, effort and resources in the most efficient way to meet these aims

## Introduction

This accessibility plan is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This covers improvements to the physical environment of the school and physical aids to access education; and
- improving the availability of accessible information to disabled pupils. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

The school has a duty to make reasonable adjustments applies for disabled people - where something we do places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage. It will be for the school to consider the reasonableness of adjustments based on the circumstances of each case. However, factors the school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route.

Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not expected to make adjustments that are not reasonable. It is for the school to consider the reasonableness of adjustments based on the circumstances of each case. However, factors the school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route.

## **Access Audit**

An Access Audit was reviewed in the light of the current disabled population of the school community (pupils, staff, parents and visitors).

As it is not possible to predict the access requirements of future pupils, this plan will be reviewed as soon as the pupil population changes.

In that case the following will be considered for each child / family:

- Ensure range of learning resources meet the needs of disabled pupils.
- The need for teachers to adapt their teaching.
- Access to all out-of-school activities and external visits
- Classrooms are optimally organised to promote the participation and independence
- Access to the physical environment
- Access to information

Parents and visitors with access requirements:

- The school has one disabled toilet.
- All classrooms, hall, library and ICT suite can be accessed by wheelchair. Corridors need to be kept clear of coats, bags etc. for wheelchairs.
- Soundfield audio systems are installed in all classrooms and the ICT suite.
- When organising school events which involve parents, consideration needs to be given to wheelchair users and those with mobility issues e.g. reserved parking, seating with ample view, aisles and fire exits. This would be needed for parents' evenings, school plays and assemblies and Mass.