# St Edmund's Catholic Primary School

## Accessibility Plan

St Edmund's is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students, staff, parents and visitors regardless of Special Educational Needs or Disabilities.

St Edmund's is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

St Edmund's is committed to improving the physical environment of the school, the curriculum within the school and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and St Edmund's Equality Policy.

This plan operates alongside the St Edmund's SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

St Edmund's acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

St Edmund's website will make reference to this Accessibility Plan.

The Plan will be monitored by the Governing Body or relevant committees to the school.

| Objective | Progress | Aims | By whom | By When | Success Criteria |
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| **To improve the extent by which disabled pupils can participate in the school's curriculum** | • Disabled students follow the same curriculum as other students who are not disabled.<br>• Disabled students are invited to attend all school trips and supported in doing so if needed.<br>• Planning takes place in advance to enable students to participate in trips and extracurricular activities.<br>• Communication and relationships with parents in this regard is strong.<br>• Disabled students requiring additional resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met.<br>• Students who take part in choir, for example, have their additional interventions moved to support this.<br>• Staff routinely give additional time to ensure lessons are fully accessible.<br>• Specific staff have been | • To audit the school for students who are registered disabled or consider themselves disabled and ensure this model is working, including parents/guardians or carers.<br>• To ensure all staff are aware of disabled students and make reasonable adjustments and plan for their needs within school trips or extracurricular activities.<br>• To revise the transition forms to ensure that registered disabled children or those considered disabled are identified immediately at transition.<br>• Brief all staff and ensure they have adequate training on meeting the needs of disabled students on trips and extracurricular activities.<br>• Monitor the uptake and expand if possible the extracurricular activities available to disabled | SENCo<br>SLT | Ongoing, termly and at transition points | Pupils with disabilities can access the full curriculum through reasonable adjustments where required.<br>Support strategies are documented and shared with relevant staff.<br>Educational visits, enrichment activities and clubs are assessed for accessibility.<br>Pupils with disabilities participate in wider school opportunities at rates comparable with their peers. |

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| | trained to do low level physiotherapy interventions and wheelchair handling for specific children in specific circumstances.<br>• Students who are disabled have achievement celebrated on all levels.<br>• PCs are user-friendly for disabled students. | students.<br>• Training to be offered to staff on disability discrimination and creating an inclusive curriculum<br>• Ensure students with a disability are trained to use the IT resources available and specific to their needs. | | | |
| **To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of the educations, benefits, facilities and services offered by St Edmund's**. | • Children are given additional time to transition around the buildings or travel around the school.<br>• Disabled toileting facilities are in place and available.<br>• Departments where students need to access extra support such as homework club, drama, etc.<br>• Students who are disabled have access to disabled parking bays and flexible access to the school buildings and gates.<br>• Adapt physical environment where practical and financially viable to reflect the needs of disabled children | • To ensure that premises are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, handrails are available, contrast flooring is available.<br>• Ensure disabled parking arrangements are in place for all students with a disability and that the school is flexible about the use of these facilities.<br>• School Disabled permits to be made to display if parking in marked bays. | | | Pupils with disabilities can access classrooms, learning areas, communal spaces and outdoor areas required for school life.<br>Reasonable adjustments are implemented promptly and reviewed regularly.<br>Accessibility audits identify barriers and actions are recorded.<br>Accessible toilet facilities, parking spaces and designated support areas remain operational and fit for purpose.<br>No pupil is unable to participate in school activity solely because of a physical access barrier |

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| | without disadvantaging others. | | | | |
| **To improve the delivery of disabled students of information which is readily accessible to students who are not disabled.** | • Students' work is routinely put in larger fonts when required.<br>• All school information is displayed electronically so parents and students can access at home using compatible software or enlarging screens.<br>• Parents are offered accessible meeting rooms, close to the reception area when meeting to communicate needs of students.<br>• Mentors are used to ensure that students are communicated with frequently and all information is effectively put across. | • All letters sent home should be in easy-to-read fonts and monitored to ensure readability.<br>• Larger prints of letters and information should be made available to students regarding trips/exam timetables, etc. if this is their normal working practice.<br>• Training to be offered to staff on disability discrimination and creating an inclusive curriculum<br>• Investigate what other electronic devices the school can invest in to provide enhanced access to resources. | SENCo<br>Headteacher | | Information is available in accessible formats when needed. Parents, carers and pupils can access key school communications effectively. Staff understand how to adapt information for pupils with additional access needs. Assistive technology and accessible resources are reviewed and used where appropriate. |
| **Objective** | **Progress/ Current Position** | **Aims / Planned Actions** | **By Whom** | **By When** | **Success Criteria** |
| **To ensure that pupils with severe allergies can safely access all aspects of school life through appropriate staff training, risk assessment, reasonable adjustment, and increased awareness across the school** | Pupils with severe allergies are identified through admission information, medical updates and communication with parents/carers.<br><br>Individual healthcare plans and allergy information are | Review and update Healthcare Plans and allergy risk assessments at least annually or sooner if a pupil's needs change.<br>Ensure relevant staff receive appropriate allergy and anaphylaxis training, including the use of | Headteacher<br>SENDCo<br>Office staff<br>Class teachers<br>First aid lead<br>Catering provider<br>Educational | Ongoing<br>Annually<br>At admission and transition points<br>Before trips, visits | Pupils with severe allergies can safely access the curriculum, meals, clubs, educational visits allergy information and wider school activities. |

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| **community.** | in place where required.<br><br>Review and update healthcare plans and allergy risk are in place where required.<br><br>Staff are made aware of pupils with known allergies and the procedures to follow in an emergency.<br><br>Arrangements are in place for safe participation in lessons, educational visits, clubs, lunchtime provision and wider school activities. | adrenaline auto-injectors where required.<br>Complete risk assessments for curriculum activities, food-related events, trips, residential visits and enrichment opportunities.<br>Maintain clear communication with parents/carers regarding allergy management, medication and reasonable adjustments.<br>Increase awareness across the school community so that pupils with severe allergies are supported safely and sensitively. | visit leader | and food-related activities | Relevant staff understand pupils' allergy needs, emergency procedures and reasonable adjustments.<br>Healthcare plans, medication arrangements and risk assessments are accurate, accessible and regularly reviewed.<br>Parents/carers are confident that allergy related needs are understood and managed appropriately.<br>The school community shows increased awareness of severe allergies and supports an inclusive, safe environment. |

*Please also see our Equality Policy and where there may be need for consideration of accessibility to school facilities, considerations will be made through discussion with the relevant person/people on a case-by-case basis to ensure the individual needs of the person are taken into account. This will always be done in a supportive manner.*