

POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	✓
LGC Policy to be reviewed and approved locally	

Approval Date:	2023/24 – SUMMER TERM
Review Date:	2026/27 – SUMMER TERM



*"called by Christ
to be agents of change
and apostles of hope"*

ST OSCAR ROMERO CATHOLIC ACADEMY TRUST

ST PHILOMENA'S CATHOLIC PRIMARY

ACCESSIBILITY PLAN

Introduction

Schools within SELCAT are committed to increasing access to their school for students, staff, parents, governors and visitors. This accessibility plan has been written in accordance with its obligations under the Equality Act 2010 (the “Equality Act”).

This accessibility plan is a plan for:

- a) Increasing the extent to which disabled students can participate in our schools’ curriculums
- b) Improving the physical environment of SELCAT schools for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by our schools [but taking into account the permanent limitation due to the age, type and grade listing of the current school buildings]
- c) Improving the delivery to disabled students, within a reasonable time, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is readily accessible to students who are not disabled.

These three areas are addressed in the action plans which are published on the school’s website.

Compliance and review

The Accessibility Plan is reviewed by the school’s leadership team on a regular basis as determined by the Governors.

Key Objectives

The key objectives of the Accessibility Plan are:

- a) That no student or prospective student is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission and education.
- b) To make our schools more accessible (where practically possible within the constraints of the type of school building) to disabled students and staff, including those affected on a short-term basis – for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.
- c) To create a positive “can-do” ethos towards the issues faced by disabled students thus enabling them to take full advantage of the educational experiences offered.

Statutory duty of schools within SELCAT

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan.

Definition of Disability

Disability is defined as follows by the Equality Act 2010:

“A person has a disability 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 carry out normal day to day activities.”

Some children defined as disabled, who for instance have arthritis, may not be defined as having special educational needs (SEN). A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them; that is, they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The Accessibility Plan addresses the needs of children with learning difficulties and disabilities.

Duties towards disabled students placed upon the school under the Equality Act 2010

All schools within SORCAT acknowledge their obligations under the Equality Act and as such:

will not discriminate or victimise disabled pupils:

- a) in the arrangements it makes for deciding who is offered admission as a pupil,
- b) as to the terms on which it offers to admit the pupil or
- c) by not admitting the pupil;
- d) in the way it provides education for the pupil;
- e) in the way it affords the pupil access to a benefit, facility or service;
- f) by excluding the pupil from the school; and
- g) by subjecting the pupil to any other detriment.

will make all reasonable adjustments that may be required further to section 20 of the Equality Act.

will publish the school's Accessibility Plan and ensure it is available in easy-to-read formats

This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

Consultation

All schools within SELCAT will ensure that they regularly, both formally and informally, consider that the delivery of the Accessibility Plan is determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents. It will do this by consulting with its stakeholders and appropriate professional organisations to ensure the Accessibility Plan and its objectives are reflective of what the school is required, both legally and morally, to provide for its students and staff.

Schools will do this through consultative mechanisms (such as formal and informal meetings, questionnaires etc) and discussions with:

- Governors through the LGC
- Parental consultation
- School Council
- SELCAT Executive Team
- Appropriate charities and disability representation groups
- Voluntary Groups
- Any other group or organisation the school feels it would be beneficial to consult with

Following these discussions and consultations, the school will then review the Accessibility Plan to ensure that it reflects the views (where appropriate) and changes to procedures or policies are made (where appropriate).

Aims of ensuring compliance of the Equality Act 2010

Compliance with the Equality Act 2010 is consistent with SELCAT schools' aims and equal opportunities policy, and the operation of the SELCAT SEND Policy. The school's Accessibility Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

- a) Adequate resources will be allocated to enable implementation of the plan.
- b) The plan will be informed by feedback from parents, pupils and people with disabilities.
- c) The plan will be kept under review and revised as necessary. The Trust will achieve this through the challenge and support of each School's Local Governing Committee.
- d) The plan will be widely published and will be in the application and admissions pack sent to all students and is available on request as well as appearing on the school website
- e) The plan will be subject to monitoring by OFSTED during inspections.

Action Plans

We acknowledge that there will be a need for ongoing awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Teaching methods and techniques will also develop, which may create new challenges. Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support particular students with accessibility issues.

Appendix A – School's Accessibility Plan

Access to the physical environment				
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame
All members of staff will be aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	To create access plans for individual disabled pupils as part of the GSPs process when required. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access needs during recruitment process.	SENDCo All staff	Long-term	Continuous/as and when needed
The layout of the school will allow access for all pupils, staff and visitors to all areas including outdoors	Consider the needs of disabled pupils, parents/carers or visitors when any maintenance and redesign takes place. Ensure that all routes are disability friendly, such as adaptations for visual needs, appropriate ramps, disabled parking/toilets.	SENDCo SLT Caretaker Governing Body	Long-term	As required
To ensure all disabled can be safely evacuated	Develop systems to ensure all staff are aware of their responsibility	Headteacher SENDCO	Short-term	As required

Access to the curriculum				
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame
Staff's confidence will be raised when applying strategies for adaptation and increased pupil participation.	Increase confidence of all staff in differentiating the curriculum. Be aware of staff training needs on curriculum access. Assign CPD if required to meet the needs of the children. Regular SEND staff meetings planned each term	SENDCo All staff	Medium-term	As required
Every child will have full access to the wider curriculum	Staff will ensure that work and the recording of the learning is differentiated appropriately in order to allow all pupils to access every topic. Review SEND policy. Staff liaise with SENDCO and professionals to ensure they are fully aware of children's needs. Risk assessments and pre-visits as appropriate. SENDCO and SLT liaise with external club providers	SENDCo All staff	Short-term	As required

ACCESSIBILITY PLAN

Ensure classroom support staff have specific training on disability issues	Access CPD as required. Meet with parents as required. Information sharing with all agencies involved with child.	Headteacher SENDCO	Medium-term	As required
ICT software will be used to support learning when needed.	Make sure software is installed where needed for visual impairment and learning difficulties. Increase the use of SEND resources in the classroom. Purchase relevant IT hardware and software.	SENDCo All staff	Long-term	Continuous
All educational visits will be accessible to all.	Develop guidance for staff on making trips accessible, incorporating parent and pupil voice. Ensure each new venue is vetted for appropriateness and an additional risk assessment is completed when needed. All pupils in school will be able to access all educational visits and take part in a range of activities.	SENDCo All staff	Long-term	Continuous
Ensure curriculum is accessible to all languages	Ensure staff have access to Google Translate, identify agencies and individuals to translate if needed, purchase resources in alternative languages, access EMTAS for support	SLT All staff	Long-term	Continuous

The delivery of written information to disabled pupils				
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment, in addition to other appropriate aids such as writing slopes and overlays.	SENDCo	Long-term	As required
To improve communication with pupils and parents	Ensure website is clear, simple and easy to use. Use of a range of media to keep parents informed. Fortnightly newsletter. X formally Twitter. Modify documents as appropriate.	Office Staff SENDCo SLT	Long-term	As required

