

# Accessibility plan

Bishop Ellis Catholic Primary School



Approved by: Full Governing Body	Date: November 2021
Signed: 	
Last reviewed:	November 2021, January 2023
Scheduled date of next review:	<b>November 2024</b>

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## 1. 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.

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic. 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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. 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.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE Includes established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	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>Bishop Ellis Catholic Primary School offers a differentiated curriculum for all pupils</li> </ul>	Training for specific staff including medical.	Ongoing review of CPD as emerging needs arise.	AM	March 22- this will be ongoing to respond to any developing needs.	Curriculum is accessible to all – both physically and educationally following staff training
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum.</li> </ul>	Use of ICT equipment to support learners.  Use of “blue” exercise books to support children with dyslexia	Teachers to explore how ICT can benefit the learning of children e.g enlarging for VI children, headphones for ASD children  Blue books to be ordered as part of stationary order.	AM	Dec 21	Evidence of IT equipment being used in lessons more effectively.
	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> </ul>	Reading scheme reflects the diverse community we serve	Any new books for the class libraries will reflect this.	RF	Jan 22	Reading Deep Dive will show evidence of this.
	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	Ensure that all children are making at least good progress in working towards curriculum end points based on their starting points.	Specific reference made in Pupil Progress meetings	SF	Dec 21	Tracking data will show that all children make at least good progress from their start points

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	<ul style="list-style-type: none"> <li>School participation in school sports partnership inclusion activities and competitions.</li> </ul>	Ensure that all children have the opportunity to represent the school competitively.	School to enter appropriate competitions to support all children.	NB	July 22	Monitoring of participation will show 10% increase of children on SEND register participating in school sports.
Improve and maintain access to the physical environment	<p>We are fortunate that we have a new school building. The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Lift</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Some Library shelves at wheelchair-accessible height</li> <li>Accessible resources and sink in the D&amp;T room.</li> </ul>	Ensure that staff feel confident taking children in the lift	Work with parents to facilitate any specific access to the school.	AM/SF	Dec 21 and reviewed when necessary. April 23	

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	To ensure that children are able to communicate their needs through their PECS where necessary	Use non-verbal symbols to label trays. Use visual timetables and calendars	SF	April 23	

## **4. 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 governing body.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy