



SS Peter & Paul Catholic Primary School



Policy on Accessibility

Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:

September 2021

September 2022



SS Peter & Paul **Whole School Policy on Accessibility**

This Accessibility policy:-

- is based on guidance in the Equality Act – 2010
- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Head Teacher, Senior Leadership Team and SENCo.

At SS Peter & Paul Catholic Primary School we take a professional and pro-active approach to Accessibility and we are committed to keeping our children safe both in and out of School, ensuring they have equal access to our school curriculum regardless of any special educational need or disability. As a Catholic school we regard every individual as unique and special in God's family.

1.0 INTRODUCTION

This plan outlines the proposals of the governing body of SS Peter & Paul to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, 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 body 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 in consultation with the:

- Parents of pupils
- Head Teacher and other relevant members of staff including the SENCo
- Governors
- External partners

Planning Duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Priority	Strategy / Action	Lead	Time	Success criteria	Review
Training for teachers on differentiating the curriculum to develop inclusive quality first teaching.	Audit of staff training requirements. Audit of curriculum Information for teachers on differentiating and personalising the curriculum for pupils with additional needs.	Head Teacher/ SLT /SENCO / all teaching staff	Autumn term 2021	Increased access to the curriculum. Needs of all learners are met within reasonable adjustments. Lesson observations demonstrate that all children make progress within lessons.	Spring term 2022
Appropriate use of specialist equipment to benefit individual pupils and staff	Reasonable adjustments in the classroom checklist to be shared with staff in a staff meeting. Commit to provide appropriate ICT resources to meet pupil needs.	SENCO	Autumn term 2021	Increased access to the curriculum. Need of all learners are met.	Spring 2022
Develop as an Autism friendly school	New staff to complete Autism Tier 1 training. Staff to complete online Sensory processing training. A named Teaching assistant to have Tier 2 Autism training. SENCo to have Tier 3 training. Staff training on Attachment Use of appropriate resources to support children with Autism. Sensory Room development and programme.	SENCO / CAT Team/ Ed Psych/Teaching Assistant.	Autumn 2021	Increased access to the curriculum for pupils with Autism. Autism audit demonstrates that classroom practice is adapted to meet the needs of children with Autism.	Autumn 2021
Parental and pupil feedback.	Questionnaires / consultation with parents of pupils with SEND	SENCO	Ongoing	Feedback used to inform future priorities and school improvement.	Summer 2022

Planning Duty 2: Physical Environment


Priority	Strategy / Action	Lead	Time	Success Criteria	Review
For management to investigate whether the school's physical environment is accessible.	Audit of physical environment	SENCO/ SLT / Building Services Supervisors.	Autumn 2021	The school will be aware of accessibility gaps to its physical environment, and will make a plan to address them.	Summer 2022
Improvements to be made to aid those with a visual impairment.	Maintenance of external ramps. Improved lighting Manhole covers to be highlighted in yellow / non-slip paint.	Head Teacher Building Services Supervisors. Governors Finance Committee.	Autumn 2021	Hazards highlighted to increase safety for visually impaired people. All areas are monitored and maintained.	Spring 2022
To maintain safe access around the exterior of the school.	Ensure pathways are kept clear of vegetation and obstructions.	Building Services Supervisors.	Ongoing	More independent access for pupils with an impairment or disability.	Summer 2022
Improvement to aid access for those with an impairment.	Maintenance of handrails and ramps. Braille signs on doors / equipment where appropriate.	Building Services Supervisors. SENCO	Ongoing	More independent access for pupils with an impairment or disability.	Summer 2022
Outdoor sensory provision.	Develop Peace garden and sensory garden area in terms of seating and sensory stimulation.	Teaching staff Grounds maintenance Head Teacher	Ongoing	Outside areas	Summer 2022

Planning Duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/care

Priority	Strategy / Action	Lead	Time	Success Criteria	Review
Availability of written materials in alternative formats.	All staff and parents are aware of services available for requesting information in alternative formats.	Head teacher	Ongoing	Written information is available in alternative formats and languages on request. All admin staff, parents and community users know how to access alternative forms.	Summer 2022
Improve signage to indicate access routes around school.	Signs indicating disabled parking bays and wheelchair friendly routes around the school. Provide an access plan of the building in reception area.	Head Teacher / SENCO / Building Services Supervisor.	Autumn 2021	Disabled people are aware of wheelchair access to all parts of the school.	Summer 2022

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