

Accessibility Policy: St. Mary's Catholic Primary School 2022-23



INTRODUCTION

This plan has been guided by Schedule 10, relating to Disability of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

As defined by the Equality Act, we understand a person with a disability to be identified as follows; *'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'*. This definition provides a relatively low threshold and includes more pupils than many realise: *'long term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*. This explanation of disability is taken from the 0-25 SEND Code of Practice 2015.

KEY OBJECTIVE OF THE PLAN

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, parents and staff with a disability.

CONTEXTUAL INFORMATION

The vast majority of the school building and playgrounds are accessible for a pupil in a wheelchair.

THE CURRENT RANGE OF DISABILITY WITH THE SCHOOL

The school has experience of pupils with a range of disabilities which include Cystic Fibrosis, Cerebral Palsy, Autistic Spectrum Condition and sight impairment. When pupils start our school with specific disabilities, the school will work closely with medical professionals for support and guidance in completing risk assessment and education health care plans. We do have a number of pupils with medical conditions who regularly receive medication including Asthma and Diabetes Type 1.

STRAND A: INCREASING ACCESS TO THE CURRICULUM

TARGET	ACTION	TIME SCALE	MONITORING & EVALUATION
Continue to develop range of learning resources that are accessible for pupils with a disability	SENCO to review resources with each Curriculum Co-ordinator. Learning walks to see resources in use. Liaise with Educational Professionals (Psychologist and Inclusion Consultants) in relation to specific needs.	2022-23	On-going. Good range of resources in place to ease access. Staff and pupils being familiar with what is available and how to use it
All staff including Support Staff, Welfare Assistants and Kitchen to be aware of disabilities and individual needs.	Class teacher to ensure that relevant information is shared.	On going	Lists and photos updated regularly. Asthma register updated .Health Care Plans developed with support from SENCO
Ensure that pupils have access to all out of school activities; e.g. clubs, trips and residential visits.	Review opportunities and provision to ensure compliance with legislation.	On going	SLT & Class teachers. Every pupil with a disability have access to trips and residential activities with reasonable adjustments within the constraints of the school budget.

Pupils recovering from major surgery / or serious illness; have minimal risk of contracting infections.	Parents to be reminded of need to inform the school about infections that might cause other pupils difficulties.	On going	SLT & Class Teachers
Meet the needs of pupils during statutory end of KS2 tests.	Pupils will be assessed in accordance with regular classroom practice; additional time, use of equipment etc will be applied as necessary.	Spring Term	SLT & Year 6 teachers All pupils will have appropriate access arrangements

STAND B: IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

TARGET	ACTION	TIME SCALE	MONITORING & EVALUATION
Increase wheelchair access/ mobility of pupils where possible including our outdoor provision	Ensure corridors are kept clear. When looking at outdoor provision to include suitable surfaces for wheelchairs etc. Discussions with School Council to help improve difficult areas and look for solutions.	On going	Health & Safety walks with HT Site Manager School Council Access in and around school will continue to improve
Increase wheelchair access via a disabled toilet	Building work to include a disabled toilet	By Autumn 23	HT, surveyor and Archdiocese
Ensure fire procedures take account of pupils with disabilities.	Ensure that appropriate provision and places of safety have been established.	On going	Fire Drills Review Fire drills and ensure pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Fire Risk Assessment to be updated.
Provide accessible areas with school to hold meeting with parents with physical disabilities	Keep a record of special requirements; such as signer for hearing impairment. Produce newsletter in large print were requested. Check new admission enquiries for additional support.	On going School Office	ParentS do not feel excluded from attending meeting etc and feel fully engaged with school life.

STRAND C: IMPROVING THE DELIVERY OF THE INFORMATION TO DISABLED PUPILS

TARGET	ACTION	TIME SCALE	MONITORING & EVALUATION
Make information accessible to pupils and parents with disabilities.	Note to be made at the end of each Newsletter; reminding parents to notify us of accessibility needs.	On going	Parents and pupils have greater access to information. School Office SLT & SENCO
To continue to strengthen connections with outside agencies. To look at best practice across the Capital Partnership	Create good links with other Lead Professional across the local area.		School able to respond to requests for alternative formats. Staff, pupils and parents having access to additional support/provision.