

Accessibility & Disability Plan

Saint Hugh's Catholic Primary School



Approved by:	Gregory Hughes & John O'Connor	Date: 7 th September 2024
---------------------	--------------------------------	---

Last reviewed on:	September 2024
--------------------------	----------------

Next review due by:	September 2025
----------------------------	----------------

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.

Our school Vision: Every Child, Every Opportunity – We believe that all children deserve the opportunity to flourish no matter what their background or strengths.

Our School Values: Respect, Collaboration, Resilience, Empathy, Reflection, Aspiration

All of our values link to our Spiritual, Moral, Social and Cultural learning and are underpinned by Fundamental British Values.

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, external services, staff including senior Leaders, site manager 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We use resources and specially trained staff tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>All school visits, trips and extra-curricular activities are accessible to all pupils.</p> <p>Provision is made for the use of ICT equipment for pupils with SEND</p>	<ul style="list-style-type: none"> To continue to improve the progress for children with communication and language difficulties. To continue to improve the attainment and participation of pupils with social, emotional and mental health difficulties. To continue to develop an inclusive differentiated curriculum that is fully accessible to all pupils. 	<p>Specialist staff training on developing an understanding of Speech, Language and Communication awareness.</p> <p>Upskilling staff on how to implement effective strategies in the classroom.</p> <p>Specialist staff training on improving SEMH awareness in order to support children where this becomes a barrier to learning.</p> <p>Training for staff on how to adapt planning and where needed make explicit adjustments, which allow for pupils to participate fully in the same/very similar activities as their peers.</p>	<p>SENCO</p> <p>SENCO & BOSS</p> <p>SMT & Subject Leaders</p>	July 2023	<p>Training undertaken by EYFS staff on WellComm</p> <p>Implement training and support based on identified needs</p> <p>Support package in place provided by specialist support services - BOSS</p> <p>Implemented training and support based on identified needs</p> <p>Inclusive accessible curriculum for all pupils fully embedded.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Disabled parking space • Adjustable height medical bed <p>All staff and children are fully supported to access the school, regardless of needs.</p> <p>Staff are regularly updated on key training and use specialist equipment where necessary.</p> <p>Meetings are held in spaces that all staff, governors and parents involved can access.</p>	<ul style="list-style-type: none"> • To complete a whole school environmental H&S Audit. • To continue to ensure all disabled people can be safely evacuated. Making sure personal emergency evacuation plans (PEEP's) for pupils and staff. • Ongoing monitoring and maintenance of: <ul style="list-style-type: none"> ▪ Areas mentioned in good practice. ▪ Non-slip surfaces on ramps. ▪ Accessibility path ▪ check external lighting is working 	Whole school Health and Safety audit to be completed and any areas of need/ development actioned.	Site Manager	July 2024	H&S environmental walk to take place and outcomes evidenced.
			Review current PEEP's in place and ensure all children and staff who require one have one.	SENCO	Ongoing	All PEEP's are in place for staff and pupils that require a plan.
			Liaise with site manager to ensure regular monitoring and maintenance is taking place.	SMT	Ongoing	Monitoring and maintenance schedule in place and followed.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations 	To continue to improve pupil voice for children with SEND at school	Ensure send pupils are represented in pupil voice groups such as School Council and Wellbeing Champions	SENCO & SEN Governor	Ongoing	Work with teachers to elect pupils from across the school setting to be involved in pupil voice groups
		Ensure aware of any accessibility requirements of parents/carers.	Annual reminder to parents/carers through newsletter to let school know if they experiencing any problems accessing the school environment.	SENCO & SMT	July 2023	Aware of accessibility needs of families
	Personalised access plans are in place for individual children with additional access needs and this is shared with parents/carers.	To continue to work effectively with parents to develop and share inclusive practice.	Introduce an annual parent meeting and/or questionnaire to obtain their views and opinions on the provisions in place to support SEND pupils.	SENCO	July 2023	Liaise with SEN Governor and
	All staff are aware of their responsibilities in the event of an evacuation.		Regular communication with families of children with SEND			Range of communication mechanisms in place (including social media) to inform parents/carers of advice and support they can access
	Visual & Social Stories used to support communication, transition and understanding of those pupils with SEND who require it.					

4. Monitoring arrangements

This document will be formally updated every 3 years, but will be reviewed and updated annually. It will be approved annually by:
The governing board and the Headteacher.

5. Links with other policies

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

- SEND Information Policy and Report