

St Francis of Assisi Catholic Primary School

2020-2021

Accessibility Plan



Last review date: September 2020

Next review date: September 2021

At St. Francis of Assisi Catholic Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

We are committed to working together to provide an inspirational, supportive and safe learning environment where all children can develop an enthusiasm for gaining new knowledge and skills. We recognise learning in all its forms and are committed to nurturing lifelong learners.

We are a safe school, committed to improving children's confidence and self-esteem. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Background:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Purpose:

The purpose of this plan is to show how St. Francis of Assisi Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors

Vision:

1) This Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the

school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St. Francis of Assisi Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. Therefore, this plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Professional Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior 5 to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of

reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resource Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Contextual Information

The school is a two storey building with wide corridors and access points to/from outside in every classroom. The hall and all the classrooms are all on the ground floor and are accessible to all.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby, fully accessible to wheelchair users.

The only part of the building that is not suitable for wheel chairs is the upstairs office, staffroom, reprographics room and staff toilets.

Disabled toilet facilities are available, next to the learning mentor room, and these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. A new hygiene suite caters for children with medical needs.

The school playing field and playground are easily accessible by wheelchair users.

On-site car parking for staff and visitor includes one dedicated disabled parking bay, immediately in front of the main entrance.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect new information on disability as part of a letter sent home at the start of each academic year.

Curriculum

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, other subjects for pupils with learning difficulties.

Physical Environment

All pupils, regardless their disability, participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction difficulties, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is ensured, with a range of different formats available for disabled pupils, parents, visitors and staff.

Current Range of Disabilities

St. Francis of Assisi Catholic Primary School is a school with a limited range of disabilities – these include Marfan Syndrome, Autistic Spectrum Disorder, Sickle Cell, epilepsy, moderate hearing loss, asthma and allergies.

- For most children with specific disabilities, the school contacts the LA professionals to seek assessments, support and guidance for the school and parents. Staff receive an Epilepsy refresher training on annual basis.
- We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms.
- Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff, on the staff noticeboard and also passed onto the school kitchen staff. An Epi-Pen training is delivered annually to all members of staff.
- We have competent First Aiders who hold current basic First Aid certificates, including 2 First Aid leaders who hold comprehensive First Aid certificates.
- All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

ACTION PLAN:

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments

Item	Activity	Time Scale	Cost
Highly differentiated and personalised curriculum	<ul style="list-style-type: none"> • Appropriate training for staff • Close liaison with SENCO and outside agencies • Regular updates 	Ongoing	--
Use of ICT to support teaching	<ul style="list-style-type: none"> • Hardware and software available • Staff ability to use ICT • Upskilling of staff 	Ongoing	As per ICT budget
PE, educational visits and out-of-school activities accessible to all	<ul style="list-style-type: none"> • Rigorous risk assessments • Using best endeavours 	Ongoing	--
Participation and independence of all	<ul style="list-style-type: none"> • Strategic classroom organisation • Relevant resources and equipment available 	Ongoing	--
Inclusive practice in all areas	<ul style="list-style-type: none"> • Review of all policies • Correct approach and procedures 	Ongoing	--

Improve and maintain access to the physical environment of the school

Item	Activity	Time Scale	Cost
Awareness of access needs	<ul style="list-style-type: none"> • Good communication and sharing of information • Relevant SEN support plans in place (incl. medical needs) • Close liaison with parents and carers • Consideration during recruitment and at admission times 	Ongoing	--
Environment appropriate for pupils' needs (visual/hearing impairment, autism, etc)	<ul style="list-style-type: none"> • Good understanding of needs • Consideration and adaptation on individual basis • Appropriate provision for all 	Ongoing	--
Safety of all areas, especially driveway and paths	<ul style="list-style-type: none"> • Care-taker to monitor and ensure H&S • Staff duty to report issues • Consideration given to emergency evacuation procedure 	Ongoing	--
Disabled parking	<ul style="list-style-type: none"> • One space provided • Must not be used by others 	Ongoing	--
Corridors	<ul style="list-style-type: none"> • Obstructions free • Care-taker to monitor and ensure H&S • Staff & pupils awareness 	Ongoing	--
Wheelchair access	<ul style="list-style-type: none"> • Wheelchair ramps to/from classroom doors leading outside (currently only some are available) • All fire escape routes suitable for all 	Completed	--
Disabled toilet	<ul style="list-style-type: none"> • One toilet provided • Must be in good working order • Accessible via Learning Mentor room (on request) 	Ongoing	--
Changing facilities	<ul style="list-style-type: none"> • Reinstate second disabled toilet & sink • Install wall-mounted changing bed 	Completed	£3,585
Improved signage	<ul style="list-style-type: none"> • New signposts on school grounds and fencing • Use of yellow strip marks on step edges where required • Replacement of old "Fire Exit" signs 	Ongoing	£100

Improved lighting	<ul style="list-style-type: none"> • Lights outside the school in working order • Regular replacement of lightbulbs in the school hall • Classroom and shared areas lit appropriately • Window blinds available and in working order 	Ongoing	£780
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Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Item	Activity	Time Scale	Cost
Use of appropriate format, clear print and simple English	<ul style="list-style-type: none"> • Staff awareness when producing letters • Regular parent feedback and input • Availability of alternatives if required (large print, etc.) • Use of ICT where relevant and appropriate 	Ongoing	--
Availability of information on school website	<ul style="list-style-type: none"> • Website up-to-date • Seeking and responding to parental feedback/voice • Website organised in a coherent, clear and simple manner • User-friendly format 	Ongoing	--
Transparency and ease of accessibility	<ul style="list-style-type: none"> • Parents kept well informed and involved • Child-friendly versions of relevant documents available • Staff awareness and support • Use/availability of alternative arrangements where required 	Ongoing	--
Information available and shared appropriately	<ul style="list-style-type: none"> • Good record keeping essential • Information passed onto relevant members of staff, especially at transition time • All information regularly updated 	Ongoing	--
Multi-lingual signage in and around school and information	<ul style="list-style-type: none"> • Use/make available signs/labels/notices/letters/etc. in other-than-English languages • Access to translators and interpreters • Use of in-house multi-lingual staff members • Use of symbols and signs hand-in-hand with words 	Ongoing	--