St Cuthbert's Catholic Primary School Walbottle

Accessibility Plan

At St Cuthbert's we live and learn in faith and love, through Jesus' teachings.

Our school is a place where we can grow as a family, helping each other to lead full and happy lives.

Introduction
An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Accessibility Plan 2023-2027

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:
- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability

- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The following good practice is in place at St Cuthbert's Catholic Primary School:

- Quality first teaching and good SEN support from trained TAs
- Comprehensive tracking systems and data analysis
- Excellent procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff in order to support pupils
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Teaching assistants are deployed effectively to support a range of needs e.g. speech and language, motor skills, literacy and numeracy
- Special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate and granted by the LA.
- Strong links with outside agencies
- Teaching included a range of techniques to support different learning styles.
- All pupils are encouraged to take part in the full curriculum.
- Staff consider needs of disabled pupils when planning educational visits and check accessibility of all venues.

Improving access to the physical environment of the school

St Cuthbert's Catholic Primary School has a ramp for physical access to the school. This is at the front of the school. School also has a lift to enable access to the hall. There is a disabled toilet situated in the main school building. There is also a disabled toilet in the demountable building. The demountable building is also accessible by a ramp.

The following good practice is in place at St Cuthbert's Catholic Primary School:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and assembly points are on the playgrounds. We will review the need for a visual alarm if the need arises.
- Personal evacuation plans are in place for identified children with disability needs, if required.
- Furniture and equipment are selected as standard, age related as appropriate.

- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Installation of window blinds in all rooms.
- Regular evaluation of the school site for accessibility by the SLT and Local Governing Committee.
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Improving the delivery of written information to disabled pupils

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school. The following good practice is in place at St Cuthbert's Catholic Primary School:

- Translators are bought in when required to ensure that all parents have good access to information.
- A mobile texting service is provided to support good communication between home and school.
- Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Teachers are available at the end of the day to talk to parents if required.

Financial Planning and control

The headteacher and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

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

Area	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Curriculum	Continue to review the current curriculum offer to ensure that it meets the needs of all pupils including those with a disability.	Subject leaders to ensure all pupils can access that curriculum area.	SENDCo	Termly Support Plans	All pupils with a disability are able to access a broad and balanced curriculum is reviewed regularly to ensure it meets the needs of all the pupils.

	Ensure that all groups of pupils including those with SEN and/or disabilities make good progress across the curriculum.	Monitor the progress and attainment of all pupils. Children continue to be featured in pupil progress reviews. SEN reviews with SENDCo	SENDCo	End of Year	All children will make progress in their learning.
	To laise with Reception to review intake and identify pupils with additional needs early.	Identification of pupils who may need additional or different provision. Discussions to be held with Nurseries prior to intake	SENDCo S Walsh EYFS Lead	July 2022 and then as appropriate	Procedures, equipment and referrals put t in place as needed.
	To ensure that the curriculum is adapted to meet the needs of each individual pupil including those with a disability	All subject leads to review, identify and address the needs of the current SEND cohorts in order to inform their curriculum subject planning and monitoring	All Staff	End of Year	All pupils access a broad and balanced curriculum
	To ensure that all children are able to access all outof-school activities. e.g. clubs, trips, residential visits etc.	Inclusion of all children in all activities and events. Information to be gathered when investigating trips	All Staff	As and when required	Evidence of equal involvement of disabled. Access for all pupils to curriculum enrichment
Physical Environment	To continue to ensure equal access for pupils/parents with specific physical needs	Act upon any findings from Health and Safety Inspection relating to access to exit from building	HT SENDCO Caretaker	Ongoing	Pupils/parents have equal safe access to/from the school building

	Ensure that parents who have a disability can receive information and reports by an alternative format.	Ensure that within the parent information form that there is an opportunity for parents to highlight their own disabilities so that school are aware. Ensure that in class resources are adapted in order to provide full access to the curriculum. Provide clear written information using a large font and visuals where possible. Use school website, text messaging and e-mails for communication. Use of translation service for end of year reports, parent consultations and where necessary	HT Admin Staff All Staff	Ongoing	School is aware of any disabilities that parents/carers may have and information sent home is adapted to ensure that the information is accessible
Information	To ensure smooth transition between year groups/schools/providers	Meet with other providers before transfer/transition. All necessary arrangements, equipment and extra provision files are in place before transfer.	SENDCO HT Admin Staff	Ongoing	All information is communicated effectively. All children will be effectively supported during transition.

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 Local Governing Committee.

Links with other policies

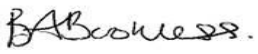
This Accessibility Plan is linked to the following policies and documents:

• SEND policy and information report

• Supporting pupils with medical conditions policy

This policy was approved by the Governing Body on 24th May 2023

Name of Chair of Governors: Bev Bookless

Signature: 

Date: 24th May 2023

Name of Headteacher: Colette Barrett

Signature: 

Date: 24th May 2023