



St Mary's Priory Catholic Infant and Junior Schools

Love one another
Always do our best
Take care of ourselves and the world
around us

Accessibility Plan

Date policy last reviewed: April 2024

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: 22nd January 2024

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing body of St Mary's Priory Catholic Infant and Junior Schools to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

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.

The school supports any available partnerships to develop and implement the plan.

This plan is reviewed regularly to take into account the changing needs of the schools and its pupils, and also where the school has undergone a refurbishment.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

As well as our pupils and staff, we must make sure that other people who visit or use St Mary's Priory Catholic Infant and Junior Schools can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

This Plan sets out the Schools proposals to increase access to education for disabled pupils in three areas and is valid for the period January 2024 – November 2027

Actions

At all times to ensure that all redevelopment and/or refurbishment have accessibility and inclusion as a priority. This may be in terms of physical e.g. grab handles. Visual e.g. lighting. Environmental e.g. colour choices

Aim	Current good practice	Targets	Actions	When	Who	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<ol style="list-style-type: none"> 1) Continue to develop and refresh staff expertise in relation to the needs of the schools SEN population 2) Increase pupils' ability to identify their feelings and become more independent in recognising their emotions 	<p>Staff training on curriculum access for:</p> <ul style="list-style-type: none"> • Neurodiverse learners • Dyslexia friendly classrooms • Autistic Spectrum Disorder (ASD) friendly classrooms • Speech, Language and Communication needs <p>Staff training on zones of regulation</p>	<p>Ongoing rolling programme</p> <p>Initial introduction academic year 2023-24</p>	<p>Inclusion Leader</p> <p>SLT team</p>	<p>All learners are able to access the curriculum</p> <p>Pupils confident in recognising their emotional zone using zones of regulation</p>

Aim	Current good practice	Targets	Actions	When	Who	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Identified area for lift shaft • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties as required</p>	<p>As required</p>	<p>Inclusion Leader</p> <p>School Business Manager</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>
<p>Improve the delivery of information to pupils and parents/carers with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • internal signage • large print resources • pictorial or symbolic representations • repeating relevant information whilst speaking at parent attended assemblies and parents' evenings • weekly newsletter 	<ol style="list-style-type: none"> 1) Ensure website and all documents accessible via the school website can be accessed by the visually impaired and easily translated into home language 2) Ensure all staff are aware of guidance on accessible formats 	<p>Support from external agencies as needed</p> <p>Whole staff training</p>	<p>Ongoing</p>	<p>School Office</p> <p>Inclusion Leader</p>	<p>All parents receive information in a form that they can access and understand.</p> <p>Staff produce own documents for pupils' access</p>

	<ul style="list-style-type: none"> • information on our website • meeting with and phoning parents when we know that they cannot read the information we send home 					
--	--	--	--	--	--	--

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 Governing body

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy