



## ACCESSIBILITY POLICY & PLAN

*To love, to serve and learn.*

We are a school family journeying together in God's love.

We serve each other to achieve our best.

We learn in fun and creative ways,  
respecting everyone's gifts.

## Accessibility Policy and Plan

### Inclusion and equality statement

St Edward's is an inclusive school. We aim to make all children feel included in all our activities as we strive to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for **all** children.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

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.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

*The definition of disability under the Equality Act 2010 is 'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.*

### **Introduction:**

At St Edward's Catholic Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

### **Aims and objectives of this policy:**

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website.

We are committed to providing an environment that enables full curriculum access and values 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

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan below pertains to the key aspects of physical environment, curriculum and written information.

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

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

- Curriculum policy
- Equality Objectives
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, governors and parents/ carers</p>	<ul style="list-style-type: none"> <li>• Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>• Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>• Ensure staff and governors can access areas of school used for meetings</li> <li>• Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> </ul>	<p>As required</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Access plans are continuously monitored to ensure any new needs arising are met.</p> <p>Parents can fully access all areas of school when necessary.</p> <p>PEEPs are prepared and reviewed as individual needs change.</p>
<p>Maintain safety for visually impaired people</p>	<ul style="list-style-type: none"> <li>• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>• Check exterior lighting is working on a regular basis</li> </ul>	<p>Annually, and as new children join the school throughout the year</p>	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges and flashing beacons to be monitored as needed throughout the school year.</p>

	<ul style="list-style-type: none"> <li>• Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> <li>• Check flashing beacons that signal fire alarm activation regularly</li> </ul>		
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>• Ensure staff are aware of need to keep fire exits clear</li> </ul>	Daily	All disabled personnel and pupils have safe exits from school.
Accessible car parking	<ul style="list-style-type: none"> <li>• Disabled members of staff and visitors have a place to park in the staff car park.</li> <li>• The gate into the school grounds can be opened to allow people with mobility issues/ wheel chairs to access the main school building</li> </ul>	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.

This policy and plan will be reviewed at least every three years or earlier if necessary by the staff and Governors.

Latest review: Spring term 2021

Next Review: Spring term 2024