

**S Finbar's**  
Catholic Primary School

**Type: Policy Document**

**Title: Accessibility Plan**

**Lead: Mrs C Harkness**

**Date: September 2019**

**Review date: September 2021**



At St Finbar's, we value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all
- Ensure a caring, safe and welcoming environment
- Promote co-operative and responsible attitudes to make a positive contribution
- Actively encourage independence and confidence to thrive in a changing world

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The St Finbar's Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was created in June 2016 to reflect new statutory requirements for the setting of Equality Objectives.
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 LA 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. We are 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 St Finbar's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe 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 that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010). This

covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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 access to the physical environment of the school**, adding specialist facilities as necessary. By so doing this includes 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 of this include; hand-outs, timetables, textbooks, newsletters and other information about the school and school events. This information should be made available in various preferred formats within a reasonable timeframe.
  
  - The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Curriculum Policy
  - Equality Objectives (required from April 2012)
  - Single Equality Policy
  - Staff Development Policy
  - Health & Safety Policy (including off-site safety)
  - Special Educational Needs Policy
  - Positive Behaviour Policy
  - School Development Plan
  - Asset Management Plan / Suitability Survey
  - School Prospectus and Vision Statement
7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and 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 to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

8. 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.
9. The School Brochure / Prospectus / Website will make reference to this Accessibility Plan.
10. The School's complaints procedure covers the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
  
12. The Accessibility Plan will be monitored through the Finance, Staffing and Premises Committee.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

## Plan review

Subject to review on 21<sup>st</sup> November 2019

Approved at FSP committee meeting on: 21<sup>st</sup> November 2019

Review Period: 3 years

Date for next review: September 2021

## Improving access to the curriculum

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure appropriate training for staff who teach children with ADHD	Liaise with ADHA Team at Alder Hey Training for all LSAs (following from training for all teachers summer 2019)	All staff clear have a clear understanding of the needs of ADHA children and how to ensure the curriculum is fully accessible to them.	Ongoing involvement as appropriate  Oct- 2019	ADHA children successfully included in all aspects of school life and make good progress.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements.	September 2019 onwards; reviewed each term when new clubs are identified	Increase in access to all school activities for all pupils to support wider learning and social needs.
Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning and can access them with increased independence.	September onwards; monitored during learning walks.	All pupils have access to the National Curriculum, can work with increasing independence and enjoyment.
Review LSA deployment as needed to enable pupils to be appropriately supported.	HT & DHT to review each half term based on data and current information.	Adult support is available during times that individual children may need support.	Review each half term; deploying according to need.	Children have access to appropriate support.

## Improving access to the physical environment

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure that when continuing with the cycle of painting that colours demarcate walls and floors clearly.	Choose colours that visually impaired people can easily features of the building with (e.g. floors, skirting boards, walls etc.)	No accidents due to confusion of building features.	Oct 2019 school half-term holidays.	Clear and safe demarcation of walls, floors, skirting boards etc.

Ensure that the edges of curbs, ramps etc are clearly demarcated for visually impaired.	H&S lead and Site Manager to assess the external site identifying areas to be painted. Site manager to paint yellow visibility lines.	No accidents due to confusion of building features.	Oct 2019 school half-term holidays.	Clear and safe demarcation of differences in external floor levels.
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## Improving quality of written information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats is improved.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes/ people.	September 2019 onwards	Delivery of information to pupils and parents/ carers improved with all sections of the community being able to access the information.
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire and included in Parent Focus Group.	School is more aware of the opinions of parents and acts on this.	From Summer 2017 at each Parents' Evening	Parental opinion is surveyed and action taken appropriately.