

ST BRIDGET'S C of E PRIMARY SCHOOL

Accessibility Plan



“Love your neighbour as yourself.”
Luke 10:27

Approved by:

Governors

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Last Reviewed on:

September 2024

Next review due by:

September 2025

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Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.

Article 12(Respect for the views of the child): Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 15 (Freedom of association): Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 19 (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 24 (Health and health services): Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30 (Children of minorities/indigenous groups): Children have the right to practise their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

Article 32 (Child labour): Children have the right to protection from work that harms them, and is bad for their health and education.

Article 36 (Other forms of exploitation): Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 (Detention and punishment): No one is allowed to punish Children in a cruel or harmful way

Article 39 (Rehabilitation of child victims): Children have the right to help if they've been hurt, neglected or badly treated.

Statement of intent

This plan outlines how St. Bridget's C.E Primary aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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 curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Aim	Current	What	Who	When	Outcome	Review
Short term	Ensure staff members know whether the curriculum is accessible	Our school offers a differentiated curriculum for all pupils. Curriculum resources include examples of people with disabilities. The curriculum is reviewed to ensure it meets the needs of all pupils.	Audit of the curriculum Progress and attainment reviewed termly.	Headteacher, teachers, SENCO	Summer 2023	Management and teaching staff are aware of any accessibility gaps in the curriculum and how to close them	Summer 2024
	Ensure staff members have the skills to support pupils with SEND	Additional provision and resources are identified through additional support plans or classroom needs. TA's have plans in place for additional intervention identified	CPD provided to staff members Training for teachers on adapting the curriculum All action plans are appropriately resourced according to	Headteacher, external advisors, SENCO	Summer 2023	Staff members have the skills to support pupils with SEND	Summer 2024

		through PFA's, EHCP's or interventions.	plan and need. Parents are met according to PFA and EHCP statutory requirement				
Medium term	Ensure school trips take into account pupils with SEND	All external visits linked to teaching and learning are reviewed and evaluated, taking into consideration access arrangements and appropriateness for the needs of all pupils.	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Summer 2023	Planning of school trips takes into account pupils with SEND	Summer 2024
Long term	Ensure pupils with SEND can access lessons	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.	Provide tablets and other reasonable adjustments for pupils with SEND Progress and attainment reviewed termly.	Headteacher, ICT manager, SENCO	Summer 2023	Pupils with SEND can access lessons Progress and attainment for children with disabilities is on track to meet their targets.	Summer 2024

Planning duty 2: Physical environment

	Aim	Current	What	Who	When	Outcome	Review
Short term	Ensure management knows if the school's physical environment is accessible	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Door widths • Corridor widths • Disabled parking bays • Library shelves at wheelchair-accessible height • Lifts 	<p>Audit of physical environment</p> <p>All lifts are maintained regularly and there is a service SLA in place.</p> <p>Disabled bays are clearly parked and identified.</p>	<p>Building surveyors</p> <p>Caretaker HT</p>	<p>Summer 2023</p>	<p>School is aware of accessibility barriers to its physical environment and will make a plan to address them</p>	<p>Summer 2024</p>
	Ensure learning environment of pupils with visual impairments is accessible	<p>Overlays and adaptations are used in classrooms</p>	<p>Incorporation of appropriate colour schemes</p>	<p>Caretaker HT</p> <p>SENDCO</p>	<p>Summer 2023</p>	<p>Learning environment is accessible to pupils with visual impairments</p>	<p>Summer 2024</p>
Medium term	Ensure toilets are accessible	<p>The environment is adapted to the needs of pupils as required.</p>	<p>Handrails installed</p> <p>Signage for disabled and</p>	<p>Caretaker/contractors</p>	<p>Summer 2023</p>	<p>Access to toilets is increased</p>	<p>Summer 2024</p>

		<ul style="list-style-type: none"> Disabled toilets and changing facilities 	transgender toilets in place.				
Long term	Ensure children with physical disabilities can access school buildings	The environment is adapted to the needs of pupils as required.	Construction work undertaken	Caretaker/building contractors	Summer 2023	School buildings are fully accessible	Summer 2024

Planning duty 3: Information

	Aim	Current	What	Who	When	Outcome	Review
Short term	Ensure management staff know whether school information is accessible	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources 	Audit of information and delivery procedures	SENCO, ICT manager	Summer 2023	School is aware of accessibility gaps to its information delivery procedures	Summer 2024
	Ensure School knows how to make written information accessible		Schools seeks advice from external advisors Analyse annual questionnaire data to ensure that provision is in place and responsive to requests. Action any additional resources or services required	SENCO	Summer 2023	School is aware of local services for converting written information into alternative formats	Summer 2024

Medium term	Ensure written information is accessible to pupils with visual impairments		Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Summer 2023	Written information is fully accessible to children with visual impairments	Summer 2024
Long term	Ensure school website is accessible to children with SEND	<ul style="list-style-type: none"> Website translation in all available languages 	Audit of website Analyse annual questionnaire data to ensure that provision is in place and responsive to requests.	ICT manager	Summer 2023	Website is fully accessible	Summer 2024

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.