Kent Catholic Schools' Partnership

'Academies in Christ'
Part of the Archdiocese of Southwark

Knowledge-rich, skills-led learning for all
Christ at our heart
Serving everyone in our community
Partnership of love, ambition, joy and peace

St Francis Catholic Primary School

A Community Growing in Love for Learning and Life - Rooted in God's Love

Accessibility Plan

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1. Aims

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) increasing the extent to which disabled pupils can participate in the school curriculum;
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. The School's Context

St Francis Catholic Primary school is a two form entry mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one school building and a semi permanent mobile classroom. There is disability access for all classrooms and main areas of the school. There is one room situated on the second floor of the original building which has no access for disabled pupils.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by: Inclusive School (DfES 0774/2001)

- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

OFSTED Our Aims are to provide:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

Current good practice: We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have wide doors. The main entrance has a wide, double door into the entrance. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. There is only one room disabled pupils have no access to as it is on the second floor and there is no step free access. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO.

It will be approved by the headteacher.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy

6. Action plan

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

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ Inclusion team	Termly meetings with parents/carers – Consultations ILP / Annual Review meetings with SENCo Bring your parent to… sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Inclusion team/ School nurse	Epipen training Diabetes training for relevant staff Intimate care policy and trained staff Training from STaL, Learning & Behaviour Advisory Provider, SEND Support Team Access to courses, CPD Online resources for CPD shared with staff Ongoing guidance from specialists	Training time TA time allocated	In place and ongoing: Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained using MIS
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Inclusion Team/ SLT	Strategic deployment of support staff/intervention teacher Use of ICT, Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise	Specific apps to support learning on ChromeBooks, ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker

		books/overlays, pencil grips, adapted pens, chew/fiddle toys, resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked regularly and seek advice if needed			
Adaptations to the curriculum to meet the needs of individual leaners	Inclusion team/specialist school staff	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through appropriate resources Use of access arrangements for assessment/National tests	Sensory circuits daily Independent Art Therapist weekly Specialist school staff team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/inclusion team/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets	Site team	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	Site Team / HT	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users

Access to second floor specialist provision room to allow access for all	Site team/HT	Look into installation of stair lift	Cost of resource, cost of maintenance	End of academic year 2026	Stair lift in place and used by those who need it to access upstairs room
Improvements to help the visually impaired	Site team/ HT	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	Site staff/HT	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	Site staff/HT	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Site staff/HT	Ensure that pathways are kept clear of vegetation	Cost included in ground`s maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Site staff/HT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
3. Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ Inclusion team	Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect	Contact details and cost of translation /adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information

		Key content published on school website Provided translated documents where appropriate			
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Inclusion team	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access all school documentation