

ST ANSELM'S CATHOLIC SCHOOL ACCESSIBILITY PLAN

Learning and growing together through prayer, belief and love

This policy was reviewed by the Resources Committee of the Governing Body on **3rd May 2023** and presented to and approved by the full Governing Body on **23rd May 2023**

This policy will be reviewed annually.



INTRODUCTION

It is a statutory requirement under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, facilities, benefits and services provided
- Improve the availability of accessible information to disabled pupils

AIMS AND COMMITMENT

As a Catholic school our accessibility plan is underpinned by our core values and beliefs, we are an inclusive school we respect and value the diversity of the community we serve. Therefore, we aim to treat all our pupils fairly and with respect which means providing access and opportunities for all pupils without discrimination of any kind. The plan should be read in conjunction with the following:

- School Mission Statement
- Equality Policy
- Health and Safety Policy
- SEND Information Report
- SEND Policy
- Medical Needs Policy
- Intimate Care Policy

We are committed to raising the attainment and aspirations of all our pupils with due regard to their individual, social and personal circumstances. As a school, we believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to providing an environment that enables a full curriculum access that values and includes all pupils, staff and parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will assess, evaluate and review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in an increasingly diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of human rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for individuals with disabilities within the school
- ensuring high expectations of all children
- ensuring representation of a wider range of diversity within our curriculum and school community, including texts, topics and areas of local interest.
- encouraging links with the wider community

ACTION PLAN

This action plan sets out the aims of our accessibility plan in the three areas identified in the Equality Act 2010, namely the curriculum, the school environment and communication

CURRICULUM

Aims	Action to meet the Aims	Outcome	How often will monitoring take place?	Lead Person	Start date / Completion Date	Reviewed
To increase access to the curriculum for pupils with a disability	Differentiated curriculum for all pupils. Resources tailored to the needs of pupils who require support to access the curriculum.	The curriculum meets the needs of all pupils including those with disabilities	As required	Headteacher, Deputy Headteacher, SENCO, Class teachers, Governor Pupil Committee	An on-going requirement	Summer 2023

	<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 through support plans and provision mapping.</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</p>					
<p>To develop CPD to ensure staff are knowledgeable about the range of pupils' disabilities and strategies to support them.</p>	<p>Staff training needs identified through CPD programme and Appraisal</p> <p>Staff Inset</p> <p>School Nursing team Medical Needs Training (Epipen, Asthma, Anaphylaxis),</p> <p>First Aid & Mental Health First Aid, ELKLAN trained SENCO</p> <p>SENCO undertaking accredited training as a Dyslexia Teacher</p> <p>Bespoke CPD from:</p> <p>Educational Psychologist, (girls autism training) Speech and Language Therapist, Sensory and Communication Team, (sensory circuits training) ASD Advisory Teacher</p>	<p>The curriculum meets the needs of all pupils including those with disabilities</p>	<p>Annually</p> <p>Annually</p> <p>As required</p> <p>As required</p>	<p>Headteacher, Deputy Headteacher, SENCO, Classteachers</p>	<p>An on-going requirement</p>	<p>Summer 2023</p>
<p>To ensure all out of school activities are planned to ensure participation of the whole range of pupils</p>	<p>All extra-curricular activities, visits and clubs take place in an inclusive environment. Where outside providers are used, there is compliance with current legislation</p>	<p>Increased access to all school activities: visits, residential visits, extended school activities, music and sports</p>	<p>As required</p>	<p>Headteacher, Deputy Headteacher,</p>	<p>An on-going requirement</p>	<p>Summer 2023</p>

	(2010 Equalities Act)	activity for all pupils				
To deploy teaching assistants effectively to support pupils' access and participation in learning	Needs of all pupils identified and mapped and tracked through provision maps, SEND support plans. Termly Pupil Progress Meetings to plan effectively for interventions. Interventions are regularly evaluated and modified to measure impact. Appraisal and CPD opportunities for support staff to ensure skills are matched to pupil needs	Pupils' needs are met through effective deployment of skilled support staff. All pupils are supported to achieve their full potential	Termly through Pupil Progress Meetings	Headteacher, Deputy Headteacher Assistant Head SENCO Class teachers	An on-going requirement	Summer 2023
Pupils with disabilities have curricular and recreational access Pupils are fully integrated within the classroom	Ensure that all staff fully aware of specific needs. Support systems in place e.g. targeted intervention programmes Social skills intervention, Zones of Regulation, Behaviour & Learning Mentor, Buddies, Play Therapist. Extend provision as appropriate for recreational activities. Pupils are supported as necessary within lessons in the classrooms. Curriculum content differentiated to meet the needs of all pupils.	Personalised recreational provision Personalised Curriculum	Annually	Headteacher, Deputy Headteacher Assistant Head SENCO Class teachers	On-going	Summer 2023
ENVIRONMENT						
For school premises to be accessible to all members of the school community	School premises are monitored for accessibility termly by School Business Manager Main entrance is wheelchair accessible with automatic door and clear signage for disabled toilet.	Access for all members of school community met	Termly	Headteacher, SBM, Site Manager, Governors' Premises Committee	An on-going requirement	Summer 2023
To ensure the safety of disabled users of the premises	Risk Assessments in place for the duration when pupils are temporarily disabled. Fire exit signage and evacuation	School conducts risk assessment and adjusts as necessary.	As required	Headteacher, Deputy Headteacher, SBM, Site Manager, Governors Premises	An on-going requirement	Summer 2023

	procedures in place Replacement of Fire Exit steps from the Hall. Fire drills carried out termly. (Fire alarm, evacuation routes, signage and fire hydrants in place)	Safety Risks for all users including disabled users reduced	Termly fire drill Weekly testing of alarm	Committee		
To ensure classrooms are organised to promote the participation and independence of all pupils.	Layout of furniture and equipment is designed and adjusted to support learning for all pupils Visibility panels inserted into doors	Lessons are accessible to all pupils. All pupils are able to participate in all activities	As required	Headteacher, Deputy Headteacher, Class teachers, SBM, Site Manager,	An on-going requirement	Summer 2023
Toilets	Provision of a toilet facility for disabled users in the main reception area. Facility for nappy changing in the main reception area. Shower facility in the staffroom area.	Toilet and hygiene facilities are available to disabled pupils	As required	Headteacher, Deputy Headteacher, SBM, Site Manager,	An on-going requirement	Summer 2023
Corridor access	Identify appropriate storage facilities for equipment and ensure corridors are obstacle free Remove obstacles around signed emergency exit routes.	Corridor and emergency exits are accessible to disabled pupils	As required	Headteacher, Deputy Headteacher, SBM, Site Manager,	An on-going requirement	Summer 2023
COMMUNICATION & PARTICIPATION						
To improve the delivery of written information to pupils	Clear signage throughout the school including safeguarding signage. 'Communication friendly' classrooms including visual timetables and visuals to support learning. High quality classroom signage/displays accessible to all. listening prompts with key visuals to support 'cueing in'.	All pupils have better access to all written information in the school	As required	Headteacher, Deputy Headteacher, Class teachers & TA's Learning Mentor	An on-going requirement	Summer 2023
Improve the involvement of disabled pupils, staff and parents within the	Ensure that equality of opportunity is available to all.	The range of disabilities is	Annually	Deputy Headteacher	An on-going requirement	Summer 2023

school community	Parents consulted in planning provision for pupils with disabilities SEN Parents forum to be relaunched to allow involvement and networking.	known to all staff and appropriate adjustments are planned for and put in place.				
To ensure that all involved with the school promote positive attitudes towards disabilities.	Ensure representation of disabled pupils within leadership roles and pupil voice opportunities throughout school. Ensure pupils, parents and other stakeholders are fully involved in areas of school life. Participate in disability awareness initiatives including dyslexia awareness week.	Impact to be assessed through both formal and informal monitoring of school events and functions.	Annually	HLT	An on-going requirement	Summer 2023
Provide information for disabled stakeholders regarding how the school provides equality of opportunity for disabled stakeholders	SEND Information Report published on website with information about who to contact. Open door policy for all school users and access to Governors through Governor emails addresses.	Disabled users know where to find information and who to contact.	Annually	Headteacher, SENCO and Governors	An ongoing requirement	Summer 2023
To ensure appropriate transition of disabled pupils between school phases.	Planned transition with pupils, parents, schools and relevant professionals or health advisors.	Appropriate adjustments made and transition programme in place.	Annually	SENCO	On-going	Summer 2023