

ANNECY CATHOLIC PRIMARY SCHOOL

DIOCESE OF ARUNDEL AND BRIGHTON
EAST SUSSEX COUNTY COUNCIL

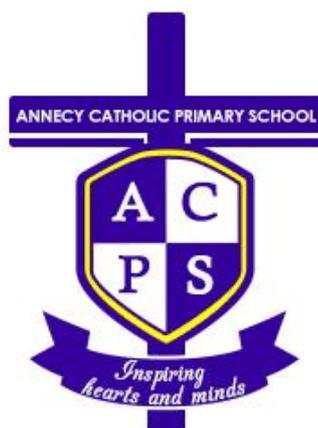
Sutton Avenue, SEAFORD, East Sussex, BN25 4LF

Tel: 01323 894892

e-mail: office@annecy.org.uk

website: www.annecy.org.uk

Headteacher: Paul Gallagher



Approved by	Governing Body
Date	September 2019
Date for Review	October 2022
Responsibility	Headteacher

ACCESSIBILITY PLAN

Mission statement

“For with God nothing shall be impossible” Luke 1: 37

- Believing that ALL can succeed, not some or many
- Promoting education as a lifelong journey and one that fulfils every child’s God-given gifts, talents and potential
- Creating a safe and loving environment, where everyone knows that they are loved and valued as a child of God
- Using the Gospel values, not only for the social, moral and spiritual development of pupils, but to underpin the quest for high academic standards within the school
- Working in open and honest partnership with families, the Church and the wider community

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1. Aims

Schools are required 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 disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Annecy Catholic Primary 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. We believe that ALL can succeed, not some or many.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <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.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>For all pupils to make progress from starting points</p>	<p>To ensure that Assess, plan, do, review cycles are updated termly and shared with parents i.e.</p> <p>Assess individual need including resources.</p> <p>Plan and resource for accessibility and effective learning (including PE equipment)</p> <p>Do teach inclusive lessons across the curriculum</p> <p>Review- monitor progress and accessibility to learning</p>	<p>Class Teacher</p> <p>Inclusion Manager</p>	<p>APDR cycles termly</p> <p>Pupil Progress meetings held 3 times a year Dec/April/July</p> <p>Additional Needs Plans – reviewed 3 x a year</p> <p>EHCP annual reviews</p>	<p>Pupils with a disability make progress in-line with their peers.</p>

	<p>All staff receive training on different needs associated with access to learning e.g.</p> <p>Diabetes training</p> <p>Mental Health training</p> <p>First Aid Training</p> <p>Dyslexic Training</p>		<p>Complete Additional Needs Plans where needed and review regularly</p> <p>Gather information and request support from outside agencies through Front Door Referrals</p> <p>Timetable EHCP annual reviews and invite parties involved with support</p> <p>Complete and keep up-to-date Individual Health Care Plans</p> <p>Timetable and hold Pupil Progress / Target setting meetings held with Class Teacher/Inclusion Manager/Head Teacher 3 x a year</p>		<p>Individual Health Care Plans – updated yearly or when there are changes</p>	
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	Curriculum resources include examples of people with disabilities.	For all staff and pupils to have an understanding of people and children with Special Needs	To create Collective Worship/Assembly yearly overview to include <ul style="list-style-type: none"> • British Values • EPR/PSHEE lessons – through SEAL and Cornerstones resources • LYFTA project 	Head Teacher Inclusion Manager Class Teachers	Yearly	The broad and balanced curriculum teaches tolerance of differences including disabilities
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramp to KS1 playground • Lift for people with disability to lower hall • Exit doors onto outside area at ground level • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	For all children/staff and parents to have access to the physical environment	To carry out an accessibility audit To ensure all equipment is checked regularly to see if it is working To keep all exits clear of obstructions To keep pathways clear To carry out Health and Safety checks weekly	Premises Manager	Yearly On a rolling cycle Daily/Weekly checks	Any form of disability is not a barrier to participation through access

	<ul style="list-style-type: none"> • Library shelves at wheelchair-accessible height • Desks and computer access at wheelchair-accessible height 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Communicate in Print visuals • Visual timetables • Pictorial or symbolic representations 	<p>For pupils, staff and parents to have access to all information</p>	<p>To ensure all parents have access to Class Dojo</p> <p>To create paper copies of information where needed – adapting size of print</p> <p>To organise meetings with Inclusion Manager/Office Manager to support reading of official documents</p> <p>To create displays and signage throughout the school that is both pictorial and written.</p>	<p>Class Teacher</p> <p>School Secretary</p> <p>Inclusion Manager</p> <p>All Staff</p>	<p>Ongoing</p>	<p>Pupil/Parent/Staff Voice enable difficulties with access to be resolved quickly</p>

4. Monitoring arrangements

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

It will be approved by The Governing Body

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground floor throughout	Check thresholds to ensure easy access for wheelchair. No trip hazard	Premises Manager	Ongoing
Corridor access	Access is wide enough for wheelchair access	Corridors to be kept clear of trip hazards	All Staff/Premises Manager	Ongoing
Lifts	1 lift to the hall	Serviced regularly	Premises Manager to organise regular servicing	Yearly
Parking bays	Disabled parking bay in front of school	Remind parents/carers of rules regarding disabled parking Parents/carers requiring disabled parking told that they can use staff car park if disabled bay is in use	Headteacher	1/2 termly
Entrances	EYFS/KS1 entrance and KS2 entrance	EYFS/KS1 entrance or front office entrance to be used if wheelchair access is needed	Door duty/school secretary	As needed
Ramps	Ramp to side of the building leading to KS1 playground	Regular checks for trip hazards Kept clear of debris	Caretaker	Ongoing

Toilets	1 in reception area, 1 opposite Year 6 classroom	Access to toilets checked. Checked for trip hazards and any clutter that may impede movement	Premises Manager	Ongoing
Reception area	Ground floor	Kept clean and tidy. Trip hazards reported to caretaker.	School secretary	Ongoing
Internal signage	Around building	Pictorial representations used alongside words. Check that these are visible and replaced if necessary	Premises Manager	Ongoing
Emergency escape routes	Throughout the school	All areas of the school have step free emergency escape routes. Checked regularly for trip hazards	Premises Manager/ Headteacher	Ongoing