

# St. Sebastian's R.C. Primary School



## Accessibility Policy and Plan

Names and Designation of Policy Author(s)	Jannine Platt, Deputy Headteacher	Is this a Statutory Document?	
		Yes	
Approved by:	FGB		
Date Approved	March 2024	Is this to be published publicly on the school website?	Yes
Review Date	March 2025		
Target audience	Staff, parents, governors		
Links to other strategies, policies, procedures etc.	<p>Administering Medication Policy, Admissions Policy, Behaviour Policy, Data Protection Policy, Early Years Policy, Equality Information and Objectives Policy, Health and Safety Policy, Inclusion Policy, Special Educational Needs and Disabilities (SEND) Policy, Supporting Pupils with Medical Conditions Policy.</p> <p>This list is not exhaustive.</p>		

Updated – January 2024

## Statement of Intent

St. Sebastian's is an inclusive school, where positive attitudes to diversity are promoted and all pupils have access to a broad and balanced curriculum, rooted in the Catholic faith. We are fully committed to responding to pupils' distinct needs, overcoming potential barriers and to enabling full participation in our school community, particularly those pupils with a disability.

This plan outlines how we aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Equality Act where the person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The plan sets out to:

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

The above aims will be delivered in a reasonable timeframe and in ways which take into account pupils' disabilities and the views of parents, carers and pupils. In the preparation of an accessibility strategy, the local authority will have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that persons 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 implemented, reviewed and revised in consultation with parents, the headteacher, staff, governors and external partners.

## **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 and (Specific Duties and Public Authorities) Regulations 2017
- Education Act 1996
- Children and Families Act 2014
- Equality Act 2010 DfE (2014) 'The Equality Act 2010 and Schools'
- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

## **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 and monitoring its implementation.

**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 body, local authority and external agencies to effectively create and implement the school's Accessibility Plan.

**The SENDCO will be responsible for:**

- Working closely with the head teacher and governing body to ensure that pupils with SEND are appropriately supported.
- Having oversight of the needs of pupils with SEND attending the school and advising the head teacher 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 because of their disability.

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### 3. The Accessibility Audit

An accessibility audit will be undertaken every three years and will assess the following three areas:

- Access to the curriculum – the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the extent to which pupils with disabilities can access information on an equal basis with their peers.

The audit will consider all kinds of disabilities/needs, including physical disabilities, sensory impairments and some medical conditions, but not limited to, the following:

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

The findings of the audit will be used to determine actions needed to improve accessibility, taking account of pupil need, parental preferences and the school context.

The actions to be undertaken are outlined in the Accessibility Plan as below.

### 4. Monitoring and Review

The plan will be reviewed in the light of government, DFE and LA advice and on an annual basis by the governing body and headteacher. Changes to the plan will be communicated to staff and relevant stakeholders

This policy was adopted on

**March 2024**

**Signed:**

**Role:**

**Caroline Doyle**

**Headteacher**

**Zoe Ogden**

**Chair of Governors**

**Date: February 2024**

Updated – January 2024



## Accessibility Plan

### St. Sebastian's R.C. Primary School 2024 – 2025

#### Priority 1: Environment

Target Issue	Implementation ( <i>what</i> )	Implementation Outcomes	Who	Timeframe
<p>To improve the physical environment and to maximise accessibility and participation for all.</p>	<p>Paint corridor areas/entrance magnolia.            Add air conditioning units to 2 additional learning spaces and check current units in good order.            Provide flooring, additional shelving and practical resources for both sensory rooms, including safe beanbags and mats.            Replace lino areas with non-slip.            Ensure lighting in all areas remains appropriate specification and broken blinds replaced.            Apply to LA Diocese Buildings to seek funding for lift (*within 5 year plan).            Apply to Diocese Buildings to modify toilets to provide separate gender-neutral cubicles (*within 5 year plan).            Provide quick release doors.            Update camera security system ensuring blind corner around kitchen is covered.</p> <p>Redesign outdoor play space with external provider, sectioning areas and including physical activity equipment to support core body strength.</p> <p>Purchase safety gates in Nursery/office areas.            Create private changing area in EYFS setting.            Place finger guards in all doors.            Provide sofa for calming space (Bertie's area).            Provide calming sensory water feature in entrance.            Ensure all classrooms adhere to Calmer Classroom strategy (hessian background, avoidance of information overload).</p> <p>Ensure access to inhalers and first aid kits both indoors and outdoors.</p> <p>Allocate fixed Place2Be room, meeting room and PPA room with suitable chairs.            Ensure accessories, (footrests, wrist supports) available for those using computers for extended periods. Adjustable chairs for all staff.            Complete Health and Safety at Work survey (once per year) and Place2Be surveys.</p>	<p>Continued improvements to the physical environment made with safety and wellbeing of all considered.</p> <p>Play and sensory offer improved.</p>	<p>Headteacher,            Office staff,            SENCO,            All staff</p>	<p>Summer 2024</p>

Updated – January 2024

## Priority 2: Curriculum

Target Issue	Implementation (what)	Implementation Outcomes	Who	Timeframe
To deliver an inclusive curriculum which promotes maximum participation by all.	<p>Deliver training on adaptive teaching methods using EEF materials. Train and implement Kagan cooperative learning structures and classroom layout.</p> <p>Allocate IPADS to individual pupils to support learning and personalised timetables. Download recommended software. Ensure all classrooms have Touchscreen TVs with adjustable screens. Provide sensory box of items for all classes. Replenish essential equipment/adaptive teaching resources (e.g. wobble cushions, pen grips, coloured acetates, timers, chair bands, raised boards, theraputty..). Purchase specific exercise books with guidelines/buff paper as necessary.</p> <p>Analyse performance, identify barriers and provide well matched intervention to boost performance – (purchase necessary resources to deliver) and allocate regular training (Fasttrack Phonics, Mastering Number, 4 stages of communication, Precision Teaching, Attention and Listening, Social Skills, Sensory/physical circuit training, Place2Be targeted intervention). Buy in a speech and language therapist. Provide individual timetables with sufficient movement breaks for individuals. Seek professional OT/EP/Sensory advice for appropriate adaptations for individuals.</p> <p>Plan, provide for and where necessary (Y6) apply for access arrangements to support pupils taking tests.</p>	<p>Continued adaptations matched to pupil need, facilitating engagement.</p> <p>Targeted intervention in place boosting performance.</p> <p>Staff skills further developing.</p> <p>Reasonable adjustments made to maximise pupil potential and attainment.</p>	Headteacher, SENCO, LA SEN Lead, Office staff, English/Maths Leads, PE instructor Place2Be All staff	Summer 2024
To ensure positive attitudes/gospel/British values to disability and diversity are fostered.	<p>Hold assemblies which explore modern families, beliefs, culture, world issues and religion. Deliver specific themes and community events, such as mental health, diversity.</p> <p>Purchase quality texts for reading corners which challenge stereotypes and promote tolerance. Explore issues around equality within PSHE programme as well as across the curriculum. Ensure subjects are led with equality in mind and that all staff understand the need to protect children against indirect discrimination and the reasonable adjustment duty.</p> <p>Complete risk assessments using Evolve tool when planning enrichment off site.</p> <p>Ensure groupings, such as Student Council, represent the 'voice' of all.</p> <p>Discuss accessibility, equality and inclusion duties as Catholic educators with governors.</p>	<p>Staff able to draw out key issues in texts.</p> <p>Pupils given opportunities to explore and understand equality.</p> <p>Community cohesion permeates school and curriculum and further promoted via special days, themes and activities.</p>	Headteacher, SENCO, Subject Leads, All staff.	Summer 2024

Updated – January 2024

**Priority 3: Information**

Target Issue	Implementation <i>(what)</i>	Implementation Outcomes	Who	Timeframe
<p>To ensure school information is accessible by all, including parents, carers, staff as well as pupils.</p>	<p>Provide parents/carers with email documentation which can be enlarged/translated or make paper copies available at parent request.            New school website to be easily accessible by mobile phone. Photos to accompany written information where possible. Ensure paper copies of all statutory information on website are available at the office.            Ensure FLO/office staff/EMTAS are available to support access to information.            Access interpreters as and when required, e.g. formal reviews, induction meetings, attendance meetings.            Provide parents with SIASS contact information.</p> <p>Ensure signage around school/in class is accompanied by visuals where possible.            Include pictures/photos in safety information (safeguarding leads, Operation Encompass, evacuation plan maps).</p> <p>Consider seating positions in classes to accommodate needs (medical, sensory, physical..)            Purchase and maintain aids to support reading/recalling of information – coloured acetates, ipad voice translation.</p> <p>Maintain/disseminate up to date medical training and medical plans, agreeing suitable emergency procedures. Ensure easy access for all staff to medical folders, including asthma registers and dietary needs.</p> <p>Draw up/share individual risk assessments/ evacuation procedures for those with specific needs ensuring reasonable adjustments are planned for off-site or extra-curricular activities.</p> <p>Allocate red ball in all areas to convey message in emergency.</p>	<p>Information is shared in various ways suited to additional needs.</p> <p>Managing safety and medical needs are prioritised.</p>	<p>Headteacher,            SENCO,            Office staff,            FLO,            All staff,            EMTAS</p>	<p>Ongoing</p>

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