



Accessibility Plan 2021 – 2024

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

1. St. Mary & St. Thomas Aquinas Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. St. Mary & St. Thomas Aquinas Primary School Accessibility Plan shows how access is to be continually monitored and improved where possible for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.



6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with all other school policies, strategies and documents e.g.
 - Curriculum Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - DCC produced Asset Management Plan
 - Prospectus
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was undertaken by the staff and governors of the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored through the Governor Body and Diocesan Authority, in developing and implementing this Accessibility Plan.
12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.



Action Plan for: Accessibility

Current Position

School aims to allow equal access to all physically, with regard to communication and to the school curriculum.

- **Physically** Disabled toilet in place.
- **Curriculum** broad, balanced and differentiated specialist services support school e.g. Behaviour Support, Dyslexia Service, Language Service, Education Psychologist, Hospital/Health Team, Social Services.
- **Communication** parents and pupils regularly consulted.. Regular information is sent to parents. Written report sent annually and two open evenings offered. School willing to provide information in different languages or format when required.
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<u>Targets</u>	<u>Date</u>	<u>Success Criteria</u>
Curriculum: 1. Continue to liaise with necessary services. Communications: 2. Continue all existing strategies. Investigate electronic methods of communication. Language differences – translations on request. 3. Emailing.	Ongoing	Children receive all support and specialist advice needed to access curriculum including any special aids More varied communication methods used across school

<u>Action Required</u>	<u>Date</u>	<u>Staff</u>	<u>Resources/Time</u>	<u>Cost</u>	<u>Fund</u>
1. Continue referrals to specialist services.		SENCO	SENCO time	£0	School budget share
2. Publishing news sheet termly and add to website when appropriate.		HT SENCO	Costs for photocopier	£500	
3. Language translations on request, when appropriate.		SENCO	Support from EMTAS		

Monitoring Procedures

Co-ordinators annual report to Governors
 Co-ordinator monitoring
 Visits from subject Governor
 Termly report to Headteacher and feedback to staff