

St James' RC Primary School

Accessibility Plan 2018-2020

Faith in action,

Growing together,

Walking in the footsteps of Christ

Purpose of this Accessibility Plan

The core purpose of this plan is to show how our educational school intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils with a disability. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

Definition of disability

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Key Aims

For pupils and other members of the school community with a disability to have:

- total access to our school's environment, curriculum and information; and
- full participation in the school community

Principles

- Compliance with the *Equality Act 2010* is consistent with our school's aims and equal opportunities policy and SEN/D Information Report.
- Our staff recognise their duty under the Equality Act:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
 - to publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010, our school:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability;
 - recognises the effect their disability has on his/her ability to carry out activities; and
 - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Access to the *curriculum*

| Accessibility outcome | Actions to achieve this | Who responsible | Long, medium or short-term | Achieved by | Evaluation of impact |
|--|--|--------------------------|----------------------------|-------------|----------------------|
| A differentiated curriculum for children of all abilities that uses specific resources to ensure certain pupils are able to access the curriculum fully. | Training for specific staff including medical. Audit of CPD needed. | MW, JR | Medium | Annually | |
| To ensure all children have access to extracurricular activities, regardless of their disability. | Range of extracurricular activity to be offered. Assessment of need and support required. | Class teacher, CC, JR | As required | As required | |
| | | | | | |

Access to the *physical environment*

| Accessibility outcome | Actions to achieve this | Who responsible | Long, medium or short-term | Achieved by | Evaluation of impact |
|---|---|----------------------|----------------------------|--------------|----------------------|
| Specific children have specific equipment and setting arrangements | Transition meetings between year groups. External work station in upper KS2 | AP-MW MW, DB | Short | Sept 2018 | |
| Flexible seating arrangements and classroom set up reflecting the needs of the children in the class | Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs | JR Class teachers | Short | As necessary | |
| Access to the school house, KS2 quad, Reception classroom for wheel chairs | Purchase a ramp that can be moved to required location. Training on how to use ramp safely and correctly. | MG | Long term | 2020 | |
| To improve the visibility of yellow lines | Repaint all yellow lines on playground to help with visibility | JJ | Short | Annually | |
| To ensure all with a disability have full access to, and can be involved fully in, the life of the school | Ensure contact with Occupational health to discuss potential needs. Create personal access plans for chn as necessary. | JR | Short | As required | |
| Ensure external floor surfaces are smooth and in good condition | Repair cracks to front path, Reception outside area. Obtain quotes and advice. | JJ | Medium | December 18 | |

Access to information

| Accessibility outcome | Actions to achieve this | Who responsible | Long, medium or short-term | Achieved by | Evaluation of impact |
|--|--|-----------------|----------------------------|-------------|----------------------|
| To improve signage around school including visual clues to aid visually impaired and EAL. | Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms | LMT Senco | short | Ongoing | |
| Improve communication at the front door | Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e'g' Bromley Children's Project | Office Senco | medium | ongoing | |
| To improve the availability of written material in alternative formats when it is requested, including documentation on the web sites. | To draw on the school community, encouraging contact between parents with the same home language to support / interpret for new parents to the school, when/ if appropriate. To ensure standard school literature in alternative languages is updated and available when requested. | Office staff | short | Ongoing | |