

St Anne's Roman Catholic Primary School



Accessibility Policy and Action Plan 2024-27

“To help every person here to achieve his or her best in work and in play.

To celebrate whatever is good and to follow in the footsteps of Jesus by supporting and forgiving each other,

For the honour and glory of God.”

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Anne's RC Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An accessibility plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
 - *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are their able-bodied pupils; (if a school fails to do this they are in breach of the DDA.) 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 aids and equipment, which may assist these pupils in accessing the curriculum.*
 - *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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 action Plan for physical accessibility related to the access audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will role forward into subsequent plans. The audit will need to be revisited prior to the end of each three year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on 'having regard to matters relating to access.'
7. The school website and brochure will make reference to this Accessibility Plan.

8. The school's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governor's Annual Report to parents. In addition, information will be accessible on the schools website.
10. The plan will be monitored through the Buildings, Health, safety and welfare Committees of the Governors.
11. The plan will be monitored by Ofsted as part of the inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training of staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Action Plan 2024-27:

Objective	Outcome	Strategy	Timescale	Goal Achieved
Improving Access to the curriculum:				
Classrooms are organised and all appropriate additional equipment is provided to promote participation and independence of all adults and all children.	Review and implement preferred layout of furniture and specialist equipment to support the learning process in individual class bases.	Lessons will begin on time without the need for adjustments to accommodate the need of individual pupils, therefore maximising learning opportunities	Reviewed annually On going	Classrooms are organised and all appropriate additional equipment is provided to promote participation and independence of all adults and all children
Access arrangements to meet the individuals needs when taking tests and in other circumstances will be applied for and support provided as and when required	Phase leaders will ensure appropriate testing and reports are provided in order to apply for access arrangements.	Individual needs of all pupils will be met and any barriers to achieving their full potential will be removed	Ongoing	Appropriate access arrangements are in place to meet individuals needs and remove barriers

All out of school activities are planned to ensure,	Review out of school provision to ensure	All out of school activities will be conducted in an	Ongoing	Better access to out of school activities
where reasonable, the participation of the whole range of pupils	compliance with legislation.	inclusive environment with providers that comply with current and future legislative requirements.		
Greater awareness of and confidence in dealing with individual children's specific needs amongst all staff	Streamlines / re-designed interventions by SLT with baselines and impact evaluation	Staff confident in providing interventions to address a particular need.	Review each term	Better access to the curriculum for children on the SEN register.
Ensure that quality first teaching and learning meets the needs of all learners through effective differentiation	All teachers are able to fully meet students' needs with regard to accessing the curriculum	Teachers confident in universal strategies to support children in the classroom to address a particular need.	Ongoing	Better access to the curriculum for all children through quality first teaching.
Continue to ensure that the needs of SEND students are met and seen to be met	Review and implement assessment document for children working at PKS. Improved attainment and progress for SEND students	Staff confident assessing children with SEND. Continually review policy and procedures relating to SEND. Track individual pupils progress.	Ongoing	Needs of children with SEND are addressed by all teachers. Data analysis shows progress for children with SEND in line with expectations and targets.

Training for awareness raising of disability issues	Provide training for governors, staff, pupils and parents Discuss perceptions of issues with staff to determine the current status of school	Whole school Community aware of issues relating to access	Ongoing	Community will benefit by a more inclusive school and social environment
Improve the Quality of Communications to Parents:				
Accessibility of Information to all parents	All letters and communications with parents to be sent via Parent Mail and directly emailed to parents with email facilities.	Parents all have access to school information and reports	Ongoing	Parents all have access to school information and reports
School social media pages to be monitored by SLT	For parents to use preferred media to access information about the school	Parents all have access to school information	Ongoing	Parents all have access to school information
Improve Physical Access				
Ensure no student is excluded from accessing the premises	Classrooms and wider school facilities are accessible to all students and are appropriate to meet the needs of children with disabilities (including intimate care needs)	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective Devise an intimate care policy	Reviewed annually Ongoing	All students can access the premises and all appropriate additional equipment is provided to promote participation and independence of all adults and all children

