

St Monica's Catholic Primary School



Accessibility Plan 2023 - 2026

Approved by:	Headteacher	Date: 02/11/23
Last reviewed on:	02/11/23	
Next review due by:	02/11/26	

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

Our 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.

Our school mission statement is 'Success for All within a Christ Centred Community' and this is central to our vision of promoting the whole school ethos of inclusion and equality for the St Monica's school community. We aim to provide a high quality learning experience for every child, where staff are committed to making sure all our pupils have the chance to thrive and meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We achieve the above through our four key values:

- Faith: We value our Faith and are committed to establishing a loving and caring approach, underpinned by the teachings of Christ
- Aspiration: We want our pupils to demand the best from themselves, and have the highest of aspirations - both now, for high school and in employment
- Resilience: We teach our pupils to overcome challenges and become resilient, helping them develop a growth mindset to ensure challenges are seen positively
- Respect: We teach our pupils to respect everybody as an equal, so that love and understanding of all people and different cultures and faiths is embedded whilst in our school

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: Sefton Special Educational Needs and Inclusion Service

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	OBJECTIVES	ACTIONS TO BE TAKEN	BY	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • We offer a differentiated curriculum for all pupils and is reviewed to make sure it meets the needs of all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs • Children have SEN Support Plans and Pupil Passports. These are reviewed termly through pupil progress meetings with school stakeholders. • Core offer of High Quality Teaching 	<p>All staff to apply whole school approaches to teaching and learning consistently.</p> <p>All staff to make reasonable adjustments to the lesson to ensure progress.</p> <p>All staff to use the Edukey Provision Map programme for target setting and tracking progress. Tracking includes using B Squared and Insight data platforms.</p> <p>All staff to be aware of the four areas of need to help with identification of SEN</p> <p>To adapt the Behaviour Policy to allow for regulation.</p> <p>To develop knowledge and understanding of inclusive practice and autism</p>	<p>Curriculum Lead, SLT and SENDCO to quality assure lesson planning to ensure differentiation and adaptation.</p> <p>Observation of lessons to ensure inclusivity and support further training opportunities.</p> <p>Training opportunities on how to make reasonable adjustments to ensure inclusivity. Staff working with the SENDCO, Autism Education Trust, Hearing Team and Visual Impairment Team to enable this. All staff to access tier 1 AET training material.</p> <p>Training opportunities on how to use the Edukey programme. SENDCO to quality assure. Staff to use B Squared and Insight programme to target and identify next steps.</p> <p>To introduce a Mental Health Lead/Pastoral Lead to work with children and families.</p> <p>To introduce the Zones of Regulation</p> <p>To complete the Understanding Autism & Inclusive Learning training (PGCert)</p>	<p>SLT</p> <p>Curriculum Lead</p> <p>SENDCO</p> <p>SENDCO</p> <p>SLT</p> <p>Assessment Lead</p> <p>SENDCO</p> <p>SLT</p> <p>SENDCO</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width accessible for wheelchairs • Disabled parking bays • Disabled toilets and changing facilities for children and adults with a physical disability • Babble Guards in classrooms for those with a hearing impairment • Fire procedures take account of pupils with disabilities • Provided accessible areas within school to hold meetings for parents/carers with physical disabilities 	<p>To create a 'Quiet Room' for lunch time pupils who have sensory needs or require a time for regulation.</p> <p>To create a Sensory Room for children with special educational needs and/or disabilities.</p> <p>To create a sensory space for EYFS/KS1 children to access.</p> <p>To build a dividing wall between EYFS and Key Stage 1 to create a secure environment and to lessen noise levels.</p>	<p>To ensure the 'Quiet Room' is available daily for lunch and, when possible, to ensure a consistent member of staff. Training required for staff member on regulation strategies.</p> <p>To use the views of stakeholders to complete the Sensory Room to meet our children's needs. To purchase resources.</p> <p>To build a sensory space in the mini-hall and equip to meet need.</p> <p>To build a partitioning wall between EYFS and KS1.</p>	<p>SLT SENDCO</p> <p>SLT SENDCO Pastoral Lead</p> <p>Specialist Contractor Site Manager</p>	
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Visual timetables • Reduced stimulation – brown backing paper, clear walls surrounding the whiteboard within class • Large print resources • Pictorial or symbolic representations 	<p>To further enhance the physical environment (visual and auditory) to accommodate those with autism.</p> <p>To allow children use of assistive technology when needed.</p> <p>To allow all children to communicate their feelings and emotions using a range of appropriate vocabulary.</p>	<p>To engage with AET to audit the physical environment and for school to implement suggestions for trial.</p> <p>To review technology use, assess need and consider staff training.</p> <p>To develop an emotions curriculum, ensuring children have access to emotions language in order to express feelings.</p>	<p>SENDCO</p> <p>SENDCO IT Manager Bursar</p> <p>SENDCO Pastoral Lead PHSE lead</p>	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Mr J Gouldbourne (Headteacher), Governing Body and SENDCO (Mrs L Fate).

It will be approved by Mr J Gouldbourne (Headteacher) and 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
- SEND policy
- Supporting pupils with medical conditions policy

