



# St Francis Catholic Primary School

## Accessibility Plan

### Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis unless circumstances require policy update in the interim.

Approved by:

Date: 19<sup>th</sup> November 2024

Reviewed on:

Reviewed on:

Reviewed on:

Reviewed on:

## School Mission Statement

### **'I am a sign of God's love'**

At St. Francis we love, learn and grow in the footsteps of Jesus and are active signs of God's love through praying, respecting and serving others.

## INTRODUCTION

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully orientation'. According to the Equality Act 2010 a person has a disability if:

- a) He/she has a physical or mental impairment
- b) The impairment has a substantial and long term adverse effect on the ability to carry out normal day to day activities.

The Accessibility Plan is a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

- 1) At St. Francis we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe that children should feel happy, safe and valued so that they can develop a respectful, caring attitude towards each other and the environment. This plan has been developed through information from the Local Authority, school council, parents, staff and governors of the school. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school website.
- 3) St. Francis is 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) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

The Accessibility Plan contains 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 able bodied pupils. This covers teaching and learning and the wider curriculum of the school ie, after school clubs, school visits etc. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.

- Improve and maintain 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, for example, newsletters, pupils books etc, the information should be made available in various preferred formats within a reasonable timeframe, if requested.
- 5) This Accessibility Plan relates to the key aspects of the 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) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Asset Management Plan
    - Behaviour Policy
    - Topic Policy
    - Emergency & Business Continuity Plan
    - Equality & Diversity Policy
    - Health and Safety Policy
    - Single Equality
    - School Improvement Plan
    - Special Educational Needs Policy
    - SEND Information Report
  - 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this 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 on-going 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 Finance and Premises Committee.
  - 12) The school will work in partnership with the Local Authority in developing and implementing the Accessibility Plan.
  - 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## AIMS AND OBJECTIVES

### Our aims are:

- Increase access to the curriculum for pupils with SEND
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

## CURRENT GOOD PRACTICE

We aim to ask about any disability or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of information gathering using contact forms and these are reviewed yearly, but may be updated by parents if any issues arise.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of these activities may present particular challenges e.g., lunch and break times, after school clubs, school trips for pupils with social and/or emotional difficulties, physical needs and medical conditions. The school is accessible for all disabled pupils.

### **Curriculum**

The curriculum is fully accessible to disabled pupils. Some areas of the curriculum present challenges for disabled pupils e.g. PE, technology etc. Other issues may affect the participation of disabled pupils e.g. peer relationships, administration of medicines, provision of personal care, the presence or lack of role models or images of disabled role models.

### **Information**

Different forms of communication are available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned with a range of different formats for disabled pupils, parents and staff. This is achieved by the use of colour overlays, newssheet printed on coloured paper and the use of a sign language interpreter (SENDCo).

## ACCESS AUDIT

- The school is a single storey building with standard sized corridors.
- Emergency signage and fire exits routes are clearly marked.
- Every classroom apart from year 2 has access points to outdoors.
- There are double doors onto the playground accessible through the Ark area.
- There is a wheelchair access point and ramp accessible from the front playground and through the main entrance.
- Doors into the hall are also double openers.
- There is access in the junior playground via the double doors in the Ark.

## MANAGEMENT, CO-ORDINATION AND IMPLEMENTATION

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

### ACTION PLAN - AIM 1

**Aim 1 – To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

#### **Short term plan**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with Nursery staff to review new intakes.	To identify pupils who may need additional to or different provision.	October	HT CT SENDCO EYFS coordinator	Procedures and equipment in place by spring term.
To review all statutory policies to ensure they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	Leadership All subject leaders	All policies clearly reflect inclusive practice and procedures
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT SENDCO All teachers	Clear and productive collaborative working approach
To ensure full access to the curriculum for all children	Advice from specialist teachers and advisors CPD for staff Differentiated curriculum Use of P levels to assist learning development if applicable. Use of ICT to support learning Use of specific equipment if necessary	Ongoing	HT/ Deputy SENDCO Teachers Outside agencies/advisors	Advice taken and acted upon evident in classroom practice All children with disabilities are supported in order to achieve their full potential

#### **Medium term plan**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To analyse SEND pupils data	Assessment leader/ SENCO to analyse data and discuss progress and attainment at pupil progress meetings with class teacher. Termly meetings with SEN pupils' parents	Termly	CT Assessment leader SENCO HT	Achievement of termly targets Provision mapping identifying support Tracker identifies progress made.
To analyse data of able and greater depth children.	SENCO/ Assessment leader to analyse data and discuss progress and attainment at pupil progress meetings with class teacher. Register of gifted and talented monitored by assessment lead.	Termly during pupil progress meetings	CT Assessment leader SENCO HT	Achievement of termly targets Data charts showing progress made achieving above average results

To promote the involvement of SEND pupils in classroom activities To take account of variety of learning styles when teaching	Within the curriculum the school aims to provide full access to all aspects by providing (where appropriate) Wheelchair access Screen magnifiers for visually impaired pupils Training for staff Ensuring appropriate resources are available to enable disabled pupils to participate successfully in lessons Loop system for hearing impaired pupils fitted as required. Creating positive images of disability within the school	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classroom Ensuring that the needs of all SEND pupils, parents and staff are represented within the school
--	---	---------	-----------------------	---

### Long term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and medium term targets annually	See above	Annually	SLT, Coordinators Governors	All children are making good progress
To deliver findings of evaluation to Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SENDCO/Governor meetings	SENDCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

### ACTION PLAN - AIM 2

Aim 2: To improve the physical environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services.

#### Short Term Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve physical environment of the school	The school will take account of the needs of pupils, visitors and staff with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments.	On-going	SLT Governors	Enabling needs to be met where possible
Ensure a visually stimulating environment for all pupils	Relevant displays around the school and in classrooms	On-going	Teachers TAs	Colourful and relevant environment maintained and developed
Ensure all with a disability are able to be involved	Create access plans for individual disabled pupils Ensure any disabled staff and governors needs are met in school and meetings	Immediate effect to be continually reviewed	SLT Governors All staff	Enabling needs to be met where possible
	Ensure any disabled parents/carers needs are met so they can access all events. Book interpreter for hearing impaired parents for access to parents evening as required.			

Ensure that all the medical needs of all pupils are met fully within the capability of the school	To complete health care plans liaising with external agencies Identify training needs. Establish competent people to administer/supervise the taking of medication.	With immediate effect and continually reviewed.	HT SENDCO Outside agencies Competent people	All pupils medical needs are continually met
Ensuring disabled parents have every opportunity to be involved	Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this (as required). Adopt a proactive approach to identify access requirements of disabled parents	With immediate effect to be continually reviewed	Whole school team	To ensure disabled parents are not discriminated against.

### **Medium Term**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve community links	School to build on Parish and Community links with St. Francis Church, St. Francis Secondary, Sheffield Academy other local primary schools and Catholic schools	On going	SLT All staff Governors	Improved awareness of disabilities and the wider community. Improved community cohesion
Continue to develop access for junior pupils entrances and playground	Work to be completed at the side of school (tarmacking) and fence put up.	By Summer	HT Diocese Governors	Inclusive and accessible playground and easier access into school.
To ensure driveway, roads and paths around school are as safe as possible	Communication with staff and parents Health and safety walk Bike ability for year 6	On going	HT Governors All staff	No accidents

### **ACTION PLAN - AIM 3**

#### **Aim 3: To improve the delivery of information to SEND pupils and parents**

##### **Short Term Plan**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To include parents with hearing impairment as required.	Telephone conversations. Telephone text system Interpreter for parents evening Advice from outside agencies.	Ongoing	Office staff SENDCO Class teacher	Improved communication and parents fully included in school activities
To ensure all pupils with a special educational need or disability (SEND) have full access to the curriculum	Regular parental communication Individualise multi-sensory teaching strategies if required	Ongoing	All staff to be aware	All pupils with a special educational need or disability (SEND) are able to access the curriculum

**Medium term**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To review children's records ensuring school's awareness of any disabilities	Information collected about children records passed to relevant staff Transition meetings Termly review meetings Annual review meetings Medical forms updated Individual health care plans Pupil Profiles	Ongoing	All staff	Each staff member is aware of disabilities of children in their care

**Long term**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
In school record system to be reviewed and improved where necessary	Review record keeping system	Continual review and improvement	SLT SENDSCO	Effective communication of information about disabilities throughout the school