



Accessibility Plan Local to St. Felix RC Primary School

**Part of the Our Lady of Walsingham Catholic Multi
Academy Trust**

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Approved by the Committee/Governing body	<i>Full Governing Body</i>
Signature of Chair of Governors	<i>Michael Bradshaw / Magalie Cooper</i>
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Mission Statement

“As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ’s teaching guides responsible attitudes towards each other and the wider world.”

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

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Pupils are encouraged to become more responsible and effective Christians, both now and in adult life.

Our Aims are to:

- promote an environment in which everyone feels happy, safe and secure;
- allow everyone to work together in an effective and considerate way;
- define acceptable standards of behaviour;
- ensure consistency of response to both positive and negative behaviour;
- promote self-esteem, self-discipline and positive relationships;
- ensure that the school's expectations and strategies are widely known and understood;
- encourage the involvement of both home and school in the implementation of this policy.

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 works alongside its partner schools in The Our Lady of Walsingham Catholic Academy Trust.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

AIMS		
Increase access to the curriculum for pupils with a disability	Improve and maintain access to the physical environment	Improve the delivery of information to pupils with a disability
<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height.</p> <p>PEEPs (Personal Emergency Evacuation Plan) are provided where appropriate to ensure safe evacuation of all pupils and</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Our TAs are Ekklan trained.</p> <p>Key staff are trained to deliver Lego Therapy and Drawing and Talking Therapy to promote communication through other means.</p>

<p>We seek advice from local agencies to promote curriculum access where the expertise in school is not present.</p> <p>TAs and LSAs are provided to help all children access the curriculum.</p> <p>Dyslexia Friendly Training Sessions.</p>	<p>staff.</p> <p>Appropriate adaptive devices acquired as per pupil need.</p> <p>A range of equipment is available to develop mobility and gross motor skills.</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 approved by Resources Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy;
- Health and safety policy;
- Equality policy;
- Special educational needs and disabilities (SEND) Information Report.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	No actions necessary		
Corridor access	Corridor around main building Corridor through KS2 building	Ensure that obstructions are removed and chairs tucked in so that wheelchair width access is maintained	All staff	
Lifts	Nil	N/A		
Parking bays	Parking bay in main car park clearly identified	Ensure parents and visitors who need to use this facility are aware of it. Monitor misuse and speak to the individuals concerned	Admin staff	
Entrances	Main entrance to main building – electronic doors Main entrance to KS2 building - electronic doors Back exit to KS2 building – electronic doors Back exits to classrooms manual doors	All doors have electronic security locks and staff identification badges are required to access. Adults will be available to help with pupils and visitors who need additional help with manual doors. Main interior entrance door has wheelchair height button for emergency access Step down in Y3/4 classroom – redirect to exit past Y3 where a ramp exists.	All staff	

			Y3/4 staff	
Ramps	Outside Y3	Ensure coats and accessories are not obstructing the access	Y3 staff	
Toilets	Disabled toilets in both buildings	Ensure these are not cluttered or used as storage facilities	Staff in Y4, Y5, Y5/6 and Y6	
Reception area	Exterior and interior access doors Seating available Communication hatch at wheelchair height	Ensure it remains uncluttered	Admin staff	
Internal signage	Fire exits marked	Checked for lamp failure annually	Site Manager	
Emergency escape routes	Displayed in all classrooms	Ensure gates are unlocked	Time locks/ All staff	