

# St Elizabeth's Catholic Primary School



Accessibility Plan

2019/2022

At St. Elizabeth's we value each and every child. We endeavour to provide the best education we can regardless of need or disability. Our skilled and dedicated staff provides quality first teaching, personalised learning and appropriate interventions to foster achievement and progress.

## **Legislative Context**

This plan is constructed in compliance with:

Equality Act 2010: Schedule 10, Paragraph 3

Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

and advice provided in Accessible Schools: Summary Guidance June 2002.

## **Our School Mission**

***“Live, Love, Learn”***

### **Purpose**

*This plan should also be seen in relation to the following school documents:*

Equality Principles and Objectives

SEND Policy

SEND Report

Supporting pupils in school with medical conditions policy and procedures.

*The plan covers the following three key areas:*

**Access to the school environment-** improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school.

**Access to the curriculum-** increasing the extent to which disabled pupils can access the curriculum.

**Access to information-** improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

The plan outlines targets covering the period March 2019 to January 2021.

A series of actions have been proposed to improve access, these have clear success criteria, person(s) responsible, possible resource implications and monitoring and review dates.

The plan will be reviewed formally each school year in the Summer Term

Evidence of progress will be recorded in the appropriate section of the plan

This plan was approved by governors on: - March 2019

Area 1: Physical Environment					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
Short term Completion – March 2019	Ensure all people with a disability can be safely evacuated and appropriate drills are maintained	<p>Ensure there is a personal emergency evacuation plan for all pupils with a disability.</p> <p>Ensure all staff are aware of their responsibilities in evacuation.</p> <p>If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps.</p>	<p>All pupils and staff with disabilities are safe in the event of a fire.</p> <p>There is constant supervision for pupils with disabilities who need help in the event of an evacuation.</p> <p>All wheelchair users can be evacuated quickly, easily and safely.</p>	SENDCO Pupil's class teacher	
May 2019	Review of all vision strips and corridor access for pupils and visitors with VI	Timeline in place for regular review of VI access needs when moving around the building	All pupils and visitors with VI are able to move safely and confidently around the building	SENDCO Caretaking staff	
Medium term Completion – August 2019	Ensure everyone has access to reception area.	<p>To ensure that there is nothing preventing wheelchair access.</p> <p>Check the external and internal doors are wide enough for a wheelchair.</p> <p>Provision of appropriate seating.</p>	<p>All visitors feel welcome.</p> <p>Visitors can sit down if waiting for staff.</p> <p>Wheelchair users can access the building with ease.</p>	SENDCO Site staff	

		Ensure bell is at an appropriate height for wheelchair users to get the attention of office staff.			
Long term Completion – January 2021	The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with disabilities.  Parents access needs and meet as appropriate.	To continue to maintain access plans for individual disabled pupils as part of the Support Plan process (when required).  All staff are aware of staff, governors and visitors' access needs	Support Plans in place for pupils with disabilities and all staff are aware of pupils' needs.  All staff and governors feel confident that their needs are met.	SENDCO	

Area 2 Access to the curriculum					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
Short term Completion – May 2019	To ensure accessibility materials are available for Visually Impaired (VI) children.	Collate an up-to- date list of children with VI.  Ensure all staff are able to use photocopier to enlarge texts.  Print on cream paper.	All children, whether VI or not, can assess all information within their curriculum.  Children with VI have appropriately large print materials and equipment to enable them to access all subjects.	Pupil’s Subject teachers Support staff SENDCO	
Medium term Completion – September 2019	To help pupils overcome anxiety as a barrier to access the curriculum.	All staff to take part in appropriate training relating to developing emotional health  SENDCO to support staff in the delivery of sessions within class.	Pupils will hopefully be able to use the strategies eg of Mindfulness they have been taught so that they can fully access the curriculum in a calm state.  Improved participation and attendance for targeted individuals.	Subject teacher Support staff SENDCO	
Long term Completion – August 2021	To improve curriculum ICT access for all pupils with disabilities.	Refresh and update ICT equipment.  Agreed resources	All pupils with disabilities overcome this barrier to access learning.	SENDCO Pupil’s subject teachers Consideration of succession planning for when the	

				pupils moves to the next Year	
	<p>To set up laptops so that the keyboards will enable pupils with disabilities to work effectively.</p> <p>To teach touch typing to pupils who have significant difficulty with handwriting.</p> <p>To ensure adaptations to curriculum in relation to Art ,Music and Drama to enable increased participation of pupil with disability</p>	<p>will be implemented in line with pupil's needs.</p> <p>Ensure appropriate staff training and effective liaison with Examination Boards</p>	<p>Pupils will have a range of options for how they want to complete written tasks (write or type).</p> <p>No child is prevented from Access to an Arts and/or performance subject as a result of their disability</p>	<p>Relevant teaching staff</p> <p>Relevant subject leader in consultation with SENDCO</p>	

Area 3 Access to Information.					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
Short term Completion – June 2019	To ensure website is fully compliant with 2010 Equality Act. Photo explanations of text. Appropriate use of colour, video and audio.	Gain feedback about the website from external agencies. Work with the website designer to make necessary changes.	Website is seen as an example to others. Website is fully accessible and compliant.	SENDCO Website designer SEND specialist team	
Medium term Completion – September 2019	To improve the non- fixed signage around the school with particular regard to a visual/pictorial format for the benefit of those with communication and VI difficulties	Review all current non-fixed signage and evaluate its accessibility. Renew signage which is not easily interpreted.	Any person who enters the school with communication difficulties or EAL will find information easier to access.	SENDCO Site staff Head teacher	
Long term Completion – August 2021	To undertake a full review of all methods of communication to parents, pupils and other agencies and ensure all	Monitor current provision and gather views from the wider community.	Improvements in the quality, consistency and accessibility of all forms of communication with pupils, parents and other agencies.		



	pupils/parents/carers have full access to information			
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