

St Osmund's Catholic Primary School



Accessibility plan

Approved By: Full Governing Body

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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 is committed to equality and inclusion of all and aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Equality and Respect are integral to our school ethos.

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.

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.

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 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 <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for 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 The curriculum is reviewed to make sure it meets the needs of all pupils Staff are trained in meeting the needs of pupils with disabilities The school supports pupils widely with access to a sensory circuits and needs.	To increase staff knowledge of the specific needs of the children they teach and use this knowledge to make the curriculum accessible and relevant. To increase staff knowledge and access to adaptive technology to enable access to learning for all pupils.	Staff training to raise awareness of specific needs. Staff training Clicker, Touch typing and other software	SENDCo SLT All teachers and teaching assistants SENDCo Computing Lead Teachers	Each year according to pupil needs July 2024	Staff have the relevant training and knowledge to enable them to differentiate the curriculum to enable all children to make progress Children who have barriers to reading and writing have high success in written recordings using adaptive technology

AIM	CURRENT GOOD PRACTICE	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilet • Library shelves at wheelchair-accessible height • Luminous exit signs • Yellow lines on external steps	To ensure access arrangements are in place for all learners	Audit of school environment	Head teacher SLT	Ongoing	The needs of individual pupils are considered when deciding on classrooms. Classroom equipment, including tables and chairs considered for individual needs
		To reduce sound level in hall during lunchtime	Investigate equipment/resources to absorb/reduce sound for pupils who do not like noisy environments.	SLT	July 2024	Reduced noise level in hall during busy lunchtime.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Change of background of presentations • Visual timetables • Pictorial or symbolic representations	To increase the use of visual representations of material for pupils	Staff to use visual representations, CPD around dual coding.	Head teacher and SENDCo	July 2024	Children can access learning using visual representations to support language, understanding and retention

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Full 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