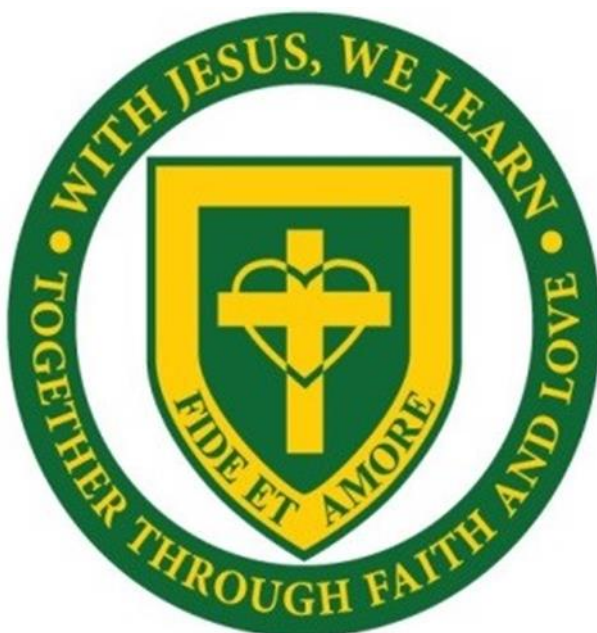


Accessibility Plan 2022 to 2025



St. Mary's Catholic Primary School

Approved by: Governing Body

Date: November 2022

Last reviewed on: November 2022

Next review due by: November 2025

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

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.

St. Mary's Catholic Primary School values the individuality of all pupils; we are committed to giving pupils an equal opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of pupils, with the aim to eliminate discrimination.

This plan will be made available, online, on our 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.

We work closely with the Hillingdon Local Authority, including the LA Inclusion Team and Hearing/Vision Teams, to develop and implement this plan and to ensure that 'reasonable adjustments' are made for pupils with a disability.

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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We work closely with the Local Authority, NHS Team and outside agencies to plan/implement 'reasonable adjustments' that ensure curriculum access for all.</p> <p>Key texts/stories and 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>To ensure all teachers and LSAs are aware of the Hillingdon Ordinarily Available (OAP) document and how to use it to make adaptations for all pupils to access the curriculum.</p> <p>To purchase further resources to enable pupils with a disability to access the curriculum including a wider range of assistive technology e.g. word processing software, talking book readers on our iPads, electronic books, and augmentative communication devices.</p>	<p>OAP training from the LA Inclusion Team.</p> <p>Follow-up Learning Walk as a part of our LA SEN Review.</p> <p>Teacher iPad training using Apps to support pupils.</p> <p>Support from school SALT using communication software.</p> <p>Purchase Nessy Touch Typing licenses to develop use of laptops for pupils with fine motor difficulties.</p> <p>LGFL training using technology to support SEN pupils (including</p>	<p>SENDCO</p> <p>SENDCO</p> <p>SENDCO</p>	<p>4/10/22</p> <p>9/11/22</p> <p>Spring Term 2023</p> <p>Autumn Term 2022</p> <p>Autumn Term 2022</p> <p>Spring Term 2023</p>	<p>All lessons are adapted using OAP adaptations (as evidenced by our LA SEN Review).</p> <p>A wide range of resources are being used to help pupils to access the curriculum.</p> <p>Teachers have a good knowledge and understanding of how to use assistive technology.</p>

			Widgit).			
<p>Improve and maintain access to the physical environment <i>(please also refer to our Accessibility Audit)</i></p>	<p>Our school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> -Ramps have been installed at all raised entrances with steps (our school is single-storey). -We have two disabled toilets with changing facilities (Early Years Centre and Main School). -Our Nursery toilet area also has a cubicle with handrails and a step. -Library shelves at wheelchair-accessible height. -All classroom doors are wide enough to allow wheelchair access. They are either accessible on flat ground or via a ramp. -We have a clearly marked disabled space in our staff car park. 	<p>To improve signage highlighting the location of the disabled toilets.</p> <p>To improve the visibility of interactive whiteboard screens for children with vision impairment or visual stress.</p> <p>To ensure appropriate adult support for children with disabilities so that they can access the physical environment (including break times).</p>	<p>To purchase/make new signs that clearly sign-post the disabled toilets that we have in school.</p> <p>For teachers to use pastel coloured slides on their interactive whiteboards to help reduce visual stress. Teachers to remove distracting labels surrounding their IWBs.</p> <p>Evaluate the deployment of TAs to ensure pupils with disabilities are given appropriate support. This includes coming into school, help feeding at lunch times and support accessing the physical environment at breaks.</p>	<p>SMT</p> <p>SMT</p> <p>SMT to evaluate termly as a part of Pupil Progress Meetings</p>	<p>By Spring 2023</p> <p>By Spring 2023</p> <p>From Autumn Term 2022</p>	<p>There are clear signs showing the location of the disabled toilets.</p> <p>The visibility of the screens has been improved (reduction in visual stress).</p> <p>All pupils are able to access the physical environment throughout the school day.</p>
<p>Improve the delivery of information to pupils with a disability</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 (toilets, classrooms etc. using pictures and signs). 	<p>To ensure that all classes are using appropriate labels (including pictures, symbols and photos), visuals (including Visual Timetables) and other resources including now</p>	<p>Monitoring of visuals as a part of termly SMT monitoring (classroom and then whole school).</p> <p>This will be followed up with feedback to classteachers.</p>	<p>SMT</p>	<p>Support from LA October 2022</p> <p>SEN Review November</p>	<p>Pupils, in all classes, are appropriately supported through the use of appropriate visuals (as evidenced by our LA SEN Review).</p>

	<p>-Classroom visuals including the labelling of resources (pictures, symbols and words).</p> <p>-Large print resources (including texts, worksheets and test papers).</p> <p>-FM radio aids.</p>	<p>and next boards.</p> <p>LGFL training for teachers with a focus on using Widgit picture symbols.</p> <p>To ensure that all class teachers are using appropriate resources to support pupils with disabilities including modified texts/worksheets.</p> <p>To ensure appropriate testing access arrangements for pupils with a disability (including SATs arrangements).</p> <p>To work closely with the LA Hearing Impairment and Vision Impairment Teams to ensure appropriate support.</p>	<p>Learning Walks and classroom observations, every term, as a part of the whole school Monitoring Schedule.</p> <p>Modified test materials to be ordered as appropriate.</p> <p>Termly visits including lesson observations. Class teachers will be released to agree targets and to plan appropriate support to improve the delivery of information.</p>	<p>SENCO</p> <p>SMT</p> <p>Assessment Lead</p> <p>SENDCo to arrange visits and co-ordinate release</p>	<p>2022</p> <p>Spring Term 2023</p> <p>Termly Monitoring from Autumn 2022</p>	<p>Pupils with disabilities have access to modified resources (as appropriate)</p> <p>Pupils with disabilities are able to access end of year tests as appropriate.</p> <p>Pupils with hearing and vision impairments have improved delivery of information.</p>
--	---	---	--	--	---	--

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 the Governing Body and our Headteacher (Miss Ann Shevlin).

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
- Supporting pupils with medical conditions policy
- Inclusion Policy
- Accessibility Audit

