



Accessibility Policy
And
Action Plan for Accessibility and Disability
2020 - 2023

At St. Francis of Assisi School:

We love and grow in Christ

We live and learn in partnership

We build and share together

Definition of Disability (Equality Act 2010)

A person has a disability if “he or she has a physical or mental impairment that has an adverse, substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

This plan sets out how St Francis of Assisi Catholic Primary School intends, over time, to increase the accessibility to the school premises, the curriculum and written information so that all pupils, staff, parents/carers and visitors with a disability can take full advantage of their education and associated opportunities.

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2015. The Equality Act 2010 mandates schools to have an Accessibility Plan. The Equality Act 2010 replaced all previous equality legislation, such as the disability discrimination Act. The Equality Act 2010 implies that “schools cannot lawfully discriminate against pupils on the bases of sex, race, disability, religion or belief and sexual orientation. This plan is subject to review every three years and must be approved by the governing body. The review process can be assigned to a committee of the governing body, a responsible individual or the Head teacher. It also identifies the ongoing actions of the staff and Governing Body to ensure access to education for disabled pupils.

Contextual Information

The school site is relatively new and accessibility was already taken into consideration when planning the school accessible. The school is one level with regard for wheelchair users making all of the site accessible. The school has toilet facilities and priority parking for the disabled. The school will take into account the needs of pupils, parents, staff, governors and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The plan is also available on the school website or on request to the Head teacher, in the following formats: -e-mail, enlarged print version, other formats by arrangement

Main Objectives

1. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
2. Increasing access for disabled pupils to the school curriculum (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Improving access to the physical environment

School aims to enable all children to participate fully in the broader life of the school. Accordingly, all children are invited to attend age relevant after school clubs, leisure and cultural activities and educational visits. Short term sanctions may disallow attendance of a club if a child had broken school rules, in order to ensure the safety of others.

Aim	Actions	Time-scale	Responsibility	Outcomes
1) All staff to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	a) Access plans written for individual disabled children and shared with staff.	Induction and on-going if required	Intervention & Inclusion Manager Headteacher/governing body	Documentation provides full information.
2) Parents aware of access arrangements disabled children and adults with regard to school car park	a) Letter sent home to parents from Chair of Governor's, car park not accessible in am and pm apart from disabled badge holders. Clear display of disabled posters in place for disabled access into school grounds.		All staff subject leaders Any external or bought-in professional service advisors for sensory impairments	Children able to gain full access.
3) Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	Completed at the start of each school year. As required for new pupil transfers		All disabled children and staff working with them are safe and confident in event of fire.

Improving access to the curriculum

St Francis of Assisi regards improving teaching and learning as an ongoing priority. Through self- review, staff appraisal and Continuous Professional Development (CPD), we aim to improve learning for all children.

Aim	Actions	Time-scale	Responsibility	Outcomes
1. Increase access to the curriculum for pupils with a disability	Identify staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder friendly classrooms and differentiation. Online learning available modules as required	Annual audit and training.	Inclusion Manager ICT co-ordinator Headteacher/Subject leaders	Raised confidence of staff in strategies for differentiation and increased pupil participation. Wider use of SEN resources in classrooms and ability to identify suitable resources for specific additional needs
2. Use ICT software to support learning	Ensure all staff are aware of, and able to use, SEND software and resources			
3. All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness		Coordinator	All pupils in school able to access all educational visits and take part in a range of activities
4. Ensure disabled children participate equally in PE lessons and after school and lunch time activities	Review PE curriculum to include disability sports		PE coordinator	

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents.

Aim	Actions	Time-scale	Responsibility	Outcomes
<p>Review information to parents/carers to ensure it is accessible</p> <p>Improve the delivery of information in writing in an appropriate format</p> <p>Ensure all staff are aware of guidance on accessible formats</p> <p>Provide information in other languages for pupils or prospective pupils</p>	<p>Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms</p> <p>Provide suitability enlarged, clear print and use matt laminates for pupils with a visual impairment</p> <p>Guidance of staff on dyslexia and accessible information</p> <p>Access to translators, sign language interpreters to be considered and offered if possible</p>	<p>During induction</p> <p>On-going</p>	<p>Headteacher</p> <p>Intervention & Inclusion Manager</p>	<p>To ensure that the parents and carers of St Francis have ready access to up to date relevant information delivered in a range of ways.</p> <p>Pupils and/or parents feel supported and included</p>