

Accessibility plan

St Pancras Catholic Primary School

2020-21



ST PANCRAS



Approved by:

Kat Parsons

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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

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 Pancras School is a Catholic school. The extremely strong Catholic identity permeates the school's daily life. The committed leadership of the head of school and governors effectively promotes a strong spiritual purpose within the Catholic ethos. Prayer, mass and worship are of pivotal importance in the school's life. Staff are committed to the very high profile given to religious education.

We want all children to enjoy school, to be challenged to achieve their very best, and to consider school to be a place to thrive and learn. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

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 including working with appropriate agencies and the local authority.

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 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 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	OBJECTIVES	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>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We provide staff training on curriculum access. • We are advised by SEN professionals and CISS. • 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 	<ul style="list-style-type: none"> • Use ICT software to support learning. • Ensure PE curriculum is accessible to all. • Continue to ensure all staff have specific training on disability issues. 	<ul style="list-style-type: none"> • Make further use of ICT software to support learning and provide staff training. • Review PE curriculum and gather information on accessible PT and disability sports. • Staff access CPD as appropriate. Online learning modules if required. 	<p>Technician/ SENCo</p> <p>PE leader</p> <p>HoS/SENCO</p>	<p>September 2022</p> <p>September 2022</p> <p>Ongoing</p>	<p>Wider use of SEN resources in classrooms</p> <p>All to have access to PE and be able to excel</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation</p>

	<ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils • Continuous Professional Development (CPD) to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. • All children are invited to attend age relevant after school clubs, leisure and cultural activities and education visits. 					
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • St Pancras Catholic Primary School is a single-storey one-form-entry primary school built in the late 1950's and added to as needs dictated. • Six entrances to the schools have ramps. The back gate to the school has steps and a wheelchair ramp. The front entrance to the school and EYFS building also have ramps. 	<ul style="list-style-type: none"> • Ensure access to all classrooms for all • Ensure all disabled pupils can be evacuated safely 	<ul style="list-style-type: none"> • Improve access during any redesign e.g. widening of Y3 external door and access to school hall • Continue to ensure all pupils with disabilities have Personal Emergency Evacuation Plans (PEEPs) 	HoS/Govs/SBM HoS/SENCo	Ongoing Each September	Redesigned areas are usable by all All disabled pupils and staff working alongside ar safe in the event of a fire

	<ul style="list-style-type: none"> • The school comprises: 7 classrooms, SENCo room, 2 intervention rooms, an administration room and a library. There are two disabled toilets on site. • We have a wide range of equipment and resources available to us for day to day use. We keep resource provision under constant review. • Corridors are kept clear of tables and obstacles to allow enough width for wheelchair access. 	<ul style="list-style-type: none"> • All fire escape routes are suitable for all 	<ul style="list-style-type: none"> • Make sure all emergency exits in the school are clear. 	HoS/Govs	Ongoing	All disabled, staff, pupils and visitors are able to have safe independent egress
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts and information about school events. The information should take account of pupils' disabilities and pupils'	<ul style="list-style-type: none"> • Ensure all staff are aware of guidance on accessible formats 	<ul style="list-style-type: none"> • Guidance to staff on dyslexia and accessible information 	SENCo	Ongoing	Improved staff awareness of forms of communication

	<p>and parents' preferred formats and be made available within a reasonable timeframe.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Translate button on website 	<ul style="list-style-type: none"> • Provide information in other languages for pupils or prospective pupils who may have hearing or language problems 	<ul style="list-style-type: none"> • Access to translators and sign language interpreters where appropriate 	<p>SENCo/office team</p>	<p>As required</p>	<p>Pupils and/or parents feel supported and included</p>
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