



# Accessibility Plan

*The community of St. Charles School believes that Jesus is at the heart of everything we do. We are committed to giving every child, every opportunity to achieve their potential in mind and body in a happy, safe and caring environment.*

*Policy Agreed:*

*Policy Reviewed: June 2023*

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## **I. 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.

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, this procedure sets out the process for raising these concerns.

## 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>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To identify all children who may need additional support in order to reach their end of year targets/ make at least expected progress.	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum i.e. Lexia, EAL support</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p>Timetable termly Pupil Progress meetings with class teachers.</p> <p>Regular contact between teachers and Nurture Group, to ensure appropriate provision for children's</p>	Mary Tate Bernadette Hill Deborah Nicolson	Rolling programme	<p>Children to make at least expected progress/ reach their targets.</p> <p>Identified children receiving appropriate support.</p>

	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>emotional wellbeing.</p>			<p>Identified children attending Nurture Group</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>One level indoor site</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> </ul>	<p>Develop outdoor area to ensure all areas are as accessible as possible.</p> <p>Develop use of Opal</p> <p>(See Outdoor Play Policy)</p>	<p>Mary Tate Bernadette Hill Deborah Nicolson</p>	<p>Summer 2021</p>	<p>Children being able to access all areas of the school premises.</p> <p>Children being able to access group play and games.</p>

	<ul style="list-style-type: none"> <li>• <i>Disabled toilets and changing facilities</i></li> </ul>				
<p>Support for all staff, including TAs, so that they can make reasonable adjustments to the curriculum for identified children.</p>	<ul style="list-style-type: none"> <li>• <i>Our school uses different communication methods to ensure information is accessible.</i></li> <li>• <i>Reception Staff trained in autism to allow changes in curriculum to take place.</i></li> <li>• <i>Nurture Group for Children's Emotional Wellbeing and Mental Health</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appropriate and relevant SEN training for staff</i></li> <li>• <i>Audit of resources available</i></li> <li>• <i>Drop in sessions with SENDCo.</i></li> </ul>	<p>Mary Tate Bernadette Hill Deborah Nicolson Tracy Bonarius</p>	<p>Ongoing</p>	<p>Staff are up to date with changes in SEN legislation</p> <p>Resources are available for SEN throughout the school</p> <p>Staff are able to carry out Boxhall Profiles to identify eligible Nurture Group children.</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 board.*

#### **5. Links with other policies**

*This accessibility plan is linked to the following policies and documents:*

- Health and Safety policy*
- Special educational needs (SEN) information report*
- Supporting pupils with medical conditions policy*



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Wide corridors	Keep corridors clear Wooden doors open when children moving around the school	All staff Andrew Hardy	Ongoing
Parking bays	Parking bays available for adults with disabilities and children with disabilities	Ensure space in front of school is available for adults and children with accessibility issues	Mary Tate Andrew Hardy	Ongoing
Entrances	Main entrance KSI/2 entrances	Keep entrances clear	All staff Andrew Hardy	Ongoing
Ramps	Indoors: N/A Outdoors: None	Steps to be taken out of KSI yard and replace with a ramp.	Mary Tate Andrew Hardy	Summer 2022
Toilets	EYFS KSI/KS2 Staff	None	Andrew Hardy	Done

	<i>Disabled toilet at entrance</i>			
<i>Reception area</i>	<i>Wide area</i>	<i>Keep reception area clear</i>	<i>All Staff Andrew Hardy</i>	<i>Ongoing</i>
<i>Internal signage</i>	<i>Dining Hall Fire Escape</i>	<i>Ensure at accessible level for all PEPs used in conjunction</i>	<i>Andrew Hardy</i>	<i>Done</i>
<i>Emergency escape routes</i>	<i>Emergency exits in each classroom and hall</i>	<i>1. Keep emergency escape routes area clear 2. PEPs in place for vulnerable children</i>	<i>All Staff Andrew Hardy</i>	<i>Ongoing</i>