St Philip Howard Catholic Primary School

Accessibility Policy

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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.

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.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	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 e.g. Twinkl resources.* *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 ensure it meets the needs of all pupils.* *Trips are designed around children's disabilities - locations are checked for accessibility.*	Encourage Typing Skills at an early age - embed through Support Plan. Training for staff on increasing access to the curriculum for all pupils	Daily typing skills practice for suitable pupils. Intimate care policy and trained staff Training from SALT, Social Communication Team, PNI Team. Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Support Team for children with visual or hearing impairment,	LF LF/AD	Ongoing Ongoing	Children's typing skills improve so that it will enable children to access the curriculum without hindrance. Staff feel confident to enable all pupils to access all lessons.

			physiotherapists, OT, moving and handling advisors, etc. Apply for access arrangements for assessments/National tests.			
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* ● *Ramps* ● *Elevators* ● *Corridor width* ● *Disabled parking bays* ● *Disabled toilets and changing facilities* *Consider classroom location i.e. keep class on lower floor.* *Discuss with parents how to improve access to the physical environment.*	Ensure all pupils, staff and visitors have access to a disabled toilet in both buildings Where possible, include pupil voice on access to the physical environment.	● Invest in threshold ramps for outside classroom accessibility. ● Annual review of classroom allocation to ensure needs of the pupils are met ● Adjustment of way into school Maintenance of steps, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed, with support from the Sensory Team where applicable.	Governors LF LF to liaise with Caretaker.	Sept 25 July 25	The environment will be accessible for our disabled pupils. Hazards highlighted to increase safety for visually impaired people.

		Improvements to help the visually impaired Improvements to help the hearing impaired	Continue use of Roger Phonak device. Training for teachers on the device.	LF	Ongoing	Learning experiences of pupils with hearing/processing difficulties enhanced.
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* ● *Internal signage* ● *Large print resources* ● *Induction loops* ● *Pictorial or symbolic representations* ● *Laptop linked to IWB plus own visualiser (Screen Reader, Dolphin Supernova Software Whiteboard Wizard).*	● Improve Pictorial or symbolic representations around school e.g. symbols from Communicate in Print.	SENDCo to organise all signage to be represented by symbols/photos. Large print resources available for VI pupil. SENDCo to liaise with VI Team regarding technology.	AD LF / Class Teacher LF	Sept 25 Ongoing Ongoing	All communication is represented with photos/symbols. VI pupil can access all lessons.

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 byThe 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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Year 3 and 4 Year 5 and 6	Annual review of pupils going into these year groups to see if classes need to be changed Individual risk assessments	MW	Annually
Corridor access	Corridors wide and accessible	To check how clear they are as part of the Termly Health and Safety walk	Chair of Governors	Termly
Lifts	N/A	Review access to Edwards Suite	Governors	Autumn 2025
Parking bays	1 Disabled bay	Side gate accessible when needed	SBM + Site Manager	Autumn 2025
Entrances	2 entrances	Access to alleyway reviewed for individual children and other entrance used	SENDCOs + MW	Annually
Reception area	Inventory at a height that's wheelchair accessible	Plan for visitors who use an alternative entrance	SBM	September 25

Emergency escape routes	Individual risk assessments for children and staff	Adjustment of emergency exit for Year 6 Map to be created for visitors to show accessible escape routes	LF/ AD/ Class teachers	Termly review and updated when necessary