

**love ~ joy ~ responsibility ~ creativity ~ respect ~ opportunity**

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| **St Wilfrid’s Catholic Primary School Accessibility Policy** |

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| Academic Year | Designated Senior Person | Deputy Designated Senior Person | Nominated Governor | Chair of Governors |
| 2014-2015 | Anne Weir | Jane Bradley | Elaine Morrissey | Elaine Morrissey |
| 2015-2016 | Anne Weir | Jane Bradley | Elaine Morrissey | Elaine Morrissey |
| 2016-2017 | Anne Weir | Jane Bradley | Elaine Morrissey | Elaine Morrissey |
| 2017-2018 | Anne Weir | Jane Bradley | Elaine Morrissey | Elaine Morrissey |
| 2018-2019 | Anne Weir | Jane Bradley | Elaine Morrissey | Elaine Morrissey |
| 2019-2020 | Anne Weir | Mickey Davies | Elaine Morrissey | Elaine Morrissey |
| 2021-2022 | Justine McEniff | Mickey Davies | Elaine Morrissey | Elaine Morrissey |
| 2022-2023 | Justine McEniff | Mickey Davies | Elaine Morrissey | Elaine Morrissey |

Policy Review Dates

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| --- | --- | --- | --- |
| Review Date | Changes made | By whom | Date ratified with FGB |
| September 2016 |  |  | September 2016 |
| September 2017 |  |  | November 2017 |
| September 2019 |  |  | November 2019 |
| October 2021 |  |  | November 2021 |
| September 2022 |  |  | October 2022 |

**MISSION CURRICULUM INTENT**.

“I have come that they may have life, and have it to the full.” John 10:10

Our Mission Curriculum at St Wilfrid’s Catholic Primary school is designed to enable children to develop their full potential through discovery of the gifts they have been given by God. We develop these gifts so that our children can “Live Life to the Full,” academically, socially, emotionally, physically and spiritually, Our Mission is values led: we **love** one another, show **respect** and accept **responsibility**. Embracing **opportunity** and nurturing **creativity** we share in the **joy** of Jesus. We teach our children to use their gifts to enrich, enable and enhance the lives of others in their own families, school, parish and wider community, nation and world, throughout their lives.

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**School Accessibility Plan**

**Introduction**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010 (EA) which replaced previous discrimination legislation for England, Scotland and Wales and the extension of reasonable adjustments to include auxiliary aids and services that was brought into force on 1st September 2012. This plan was written with reference to the Technical Guidance for Schools in England published by the Equality and Human Rights Commission July 2013.

**Definition of Disability**

Disability is defined by the Equality Act 2010 (EA) as:

*“A person has a disability 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 carry out normal day to day activities.”*

**Key Objectives**

To reduce and eliminate barriers to access to:-

* The curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
* Work to full participation in the school community for employees, and volunteers, with a disability.
* Full participation in the school community for governors, visitors, with a disability

**Principles**

* Compliance with the EA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEND policy;
* The school recognises its duty under the EA as amended by the extension of reasonable adjustment on 1st September 2012:
* Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
* Not to treat disabled pupils or disabled adults less favourably
* To take reasonable steps to avoid putting disabled pupils or disabled adults at a substantial disadvantage
* To publish an Accessibility Plan.
* In performing their duties, governors and staff will have regard to the EA as amended on 1st September 2012 and use the Technical Guidance for Schools in England July 2014.
* The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality.
* The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the school’s curriculum, which underpin the development of a more inclusive curriculum.
* Setting suitable learning challenges.
* Responding to pupils’ diverse learning needs.
* Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**Activity**

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objectives identified above.

* **Physical environment**
* **Education & related activities**
* **Provision of information**
* **Financial planning and control**

The Headteacher with Senior Management Team, together with the Governing Body will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

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| **Access to the Physical Environment** |  |  |  |  |
| **Objective** | **What** | **How** | **When** | **Goal Achieved** |
| Ensure compliance with EA and Guidance | Staff and governors updated on requirements and obligations of EA, and of the Accessibility Plan | Staff meeting  Governors meeting | Ongoing | School complies with requirements of EA and Guidance |
| Improve availability of written material in alternative forms | School aware of local and County services for converting written information into alternative formats | SENCO/Office administrators ensure materials are provided in format that can be accessed | Ongoing as the need arises | School able to deliver information to all pupils and parents with disabilities |
| Ensure staff/volunteers/visitors with back problems have the right height chairs, supports and cushions | Audit of needs of adults.  Audit of need for equipment suitability/purchasing needs.  Occupational health used where additional advice needed. Staff communicate any particular needs or difficulties to SLT. | Chairs and aids purchased and put in place. Check with individual to see if providing required improvement | As Required | Adults able to perform work tasks thorough reasonable adjustments to work place environment |
| Improve working environment for pupils with visual impairment and visual stress | Incorporate appropriate colour schemes when refurbishing.  Provide overlays where appropriate | Seek advice from LEA building surveyors and Visual Impairment Team CWAC | As Required | All pupils, including VI able to work independently in all teaching areas |
| Improve working environment for those pupils with hearing impairment. | Provide hearing loops in classrooms to support pupils with a hearing impairment  Check hearing aid daily | Take advice from External Advisors on appropriate equipment if this becomes necessary  as required | 2019  Ongoing | All children have access to the curriculum |
| Improve provision for children with behaviour issues and related disorders | Develop staff’s knowledge and skills in managing children with behaviour etc.  Children will have individual behaviour plans  We will seek outreach support as required. | Update Staff training day, led by Team teach, for teachers, support staff and volunteers | Team Teach update for staff as required  October 2021 | Staff have increased confidence and skills in working with children with behaviour and related disorders |
| To provide hand rails at appropriate height in toilet areas. | Provide rails at the correct height for children with mobility issues in toilet |  | As required | All toilets have appropriate aids if required. |
| Improve playground and look at improving building. | Re-covering play areas with new surface.  Employ CWAC advisors and Diocese to begin development plans for building to improve access for all. | Planned use of devolved capital allocation, as part of planned refurbishment | Playground on SDP 2019 | Outside areas and playground to be improved.  Building Development programme established to improve access and facilities for all.  Outside gym for use at playtimes and lunchtimes |
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| **Access to the Curriculum** |  |  |  |  |
| **Objective** | **What** | **How** | **When** | **Goal Achieved** |
| Improve staff awareness of DDA | Ensure support staff have specific training on disability issues | Identify training needs at regular meetings | Ongoing | Raised confidence of support staff |
| Improve ‘personalisation’ and access for all children | Ensure all staff (teaching & non-teaching) are aware of disabled children’s curriculum access | Set up a Risk Assessments for disabled children when appropriate.  Share information with all agencies involved with each child | Ongoing | All staff are aware of individual’s needs  See PCPs as they are created for children |
| Ensure all children are included at all times | All school visits and trips need to be accessible to all pupils | Ensure venues and means of transport are vetted for suitability.  Develop guidance on making trips accessible | Ongoing | All pupils are able to access all school trips and take part in a range of activities |
| Children have full access to curriculum including Sport and PE. | Review PE curriculum to ensure PE is accessible to all pupils | Review PE curriculum to include disability sports | Ongoing | All pupils have access to PE and are able to excel. Child will be supported whenever needed. |
| Improve whole school awareness of disability difficulties. | Review curriculum areas and planning to include disability issues | Include specific reference to disability equality in all curriculum reviews | Ongoing | Gradual introduction of disability issues into all curriculum areas |
| Improve participation for all staff and children | Ensure disabled children can take part equally in lunchtime and after school activities | Discuss with Out of School Club staff, and people running other clubs after school. Support would have to be available – especially after school. | Ongoing | Disabled children feel able to participate equally in out of school activities.  . |
| Improve understanding of staff | Develop links with a special schools | Work towards Identifying a local school and consider sharing INSET opportunities. | Ongoing | Increased understanding of the opportunities available to the children |
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| **Access to Information** |  |  |  |  |
| **Objective** | **What** | **How** | **When** | **Goal Achieved** |
| Develop inclusion ethos of school to the full | Signage around school to be in other languages if appropriate.  Letters to be translated to ensure full communication | Plans for a welcome sign in reception – need to decide which languages to use. | Ongoing | ALL People feel they are welcome in school |
| Ensure all stakeholders of school – parents, outside agency workers, grandparents can be included | Inclusive discussion of access to information in all parent/teacher annual meetings | Ask parents about preferred formats for accessing information e.g. Braille, other languages  Google Translate to be used | Ongoing | Staff more aware of preferred methods of communication, and parents feel included.  School website will become accessible to all |