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**St Lewis’ Catholic Primary School**

Accessibility Plan

**The School Mission Statement**

To belong to our school community, to believe in ourselves and Jesus and to become all you are meant to be, following the footsteps of Christ

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| Signed by: |
| K. Berry  | Headteacher | Date: | 03/10/23 |
| M.McGarry  | Chair of governors | Date: | 7/10/23 |

**Contents:**

[Aim of the Accessibility Plan](#accessibilityplan)

1. [The Accessibility Audit](#audit2)
2. [Planning duty 1: Curriculum](#_Planning_duty_1:)
3. [Planning duty 2: Physical environment](#_Planning_duty_2:_1)
4. [Planning duty 3: Information](#_Planning_duty_3:)

**Aims of the Accessibility Plan**

This plan outlines how St Lewis’ Catholic Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

* Increase the extent to which pupils with disabilities can participate in the curriculum.
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
* Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

* Pupils’ parents.
* The headteacher and other relevant members of staff.
* Governors.
* External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**The Accessibility Audit**

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

* **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

# Planning duty 1: Curriculum

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Staff members do not know whether the curriculum is accessible  | Audit of the curriculum  | Headteacher, teachers, SENCO  | Sept 2023 | Leadership and teaching staff are aware of the accessibility gaps in the curriculum and measures are taken to ensure all children have access  | Sept 2024 |
| Staff members do not have the skills to support pupils with SEND  | INSET provided to staff members Training for teachers on adapting the curriculum led by Mrs Moran  | Headteacher, external advisors, SENCO | INSET Sept 2023 | Staff members have the skills to support pupils with SEND with adaptations to the curriculum  | Sept 2024 |
| **Medium term** | School trips do not take into account pupils with SEND  | Needs of pupils with SEND are incorporated into the planning process | Teachers, SENCO  | Annually  | Planning of school trips takes into account pupils with SEND  | Annual review  |
| **Long term** | Pupils with SEND cannot access lessons  | Provide tablets and other adjustments for pupils with SEND  | Headteacher, ICT manager, SENCO  | Autumn 2023 | Pupils with SEND can access lessons and evidence in learning walks  | Sept 2024 |

# Planning duty 2: Physical environment

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Senior Leadership Team do not know if the school’s physical environment is accessible  | Audit of physical environment  | Health and Safety Advisor / School Business Manager  | Summer 2023  | School is aware of accessibility barriers to its physical environment and will plan to address them. The report evidences audit | Summer 2024 |
| **Medium term** | Learning environment of pupils with visual impairments is not accessible  | Incorporation of appropriate colour schemes and taped areas | SBM | Annually  | Learning environment is accessible to pupils with visual impairments  | Autumn  |
| Learning environment of pupils with hearing impairments is not accessible with loop system | loop system to be considered for any pupils with hearing impairment | SBM  | Annually | Any pupils with hearing impairment will be able to access the loop hearing system to support hearing | Ongoing  |
| **Long term** | Children with physical disabilities cannot access all school buildings  | Routes and plans in place for entry / exit  | SBM/building contractors | Annually | School buildings are fully accessible  | Ongoing  |

# Planning duty 3: Information

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Leadership staff do not know whether school information is adequately accessible  | Audit of information and delivery procedures | SENCO, ICT manager / GDPR support | Spring 2024 | School is aware of accessibility gaps to its information delivery procedures  | Spring 25 |
| **Medium term** | Written information is not accessible to pupils with visual impairments  | Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds | SENCO, ICT manager  | Annually  | Written information is fully accessible to children with visual impairments  | Annually  |
| **Long term** | School website is not accessible to children with SEND | Audit of website  | ICT manager | Annually | Website is fully accessible  | Autumn 2024 |