**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



Accessibility Plan

2023 - 2025

Reviewed by Governing Body and staff

January 2023

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which:

* Is a caring community
* Provides and respects equal opportunities
* Offers partnership between school, parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all of the school community
* Its members show respect for themselves, each other and their learning environment.

We define an inclusive school as one where:

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school
* All of the school community are given the opportunity and support to achieve their true potential
* All of the school community, and the contributions they make to the life of the school, are valued; everyone is treated with mutual respect, care and consideration
* Everyone feels empowered to play a full and effective role in the school.

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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 Julie’s Catholic Primary School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and inclusively and that everyone has access to good quality services.

This 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 in close partnership with external professionals from within the local authority and other externally based providers.

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 children and governors

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**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.

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**STRAND 1: Access to the curriculum**

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| Action | Who | Timescale | Monitoring | Outcomes |
| Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities.  Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate. | Class teachers | July each year, in preparation for new classes | SENDCO through review of provision. | Children with disabilities are able to participate fully in all aspects of the curriculum. |
| Ensure appropriate specialist equipment is available to support children with disabilities. Review EHCP plans (if necessary) and reports from professionals to check what is needed. | SENDCO | Ongoing review annually | SENDCO through review of provision. | Children with disabilities are well supported. |
| When reviewing curriculum plans ensure that consideration is given to children with disabilities. | Subject Leaders  SLT  SENDCO | Ongoing | Self -evaluation activities: planning and work scrutiny, lesson visits, pupil voice, by SLT and subject leaders | Children with disabilities learn effectively and make good progress in all curriculum areas. |
| When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum. | Subject Leaders  SENDCO | Ongoing | Self-evaluation activities. | Class teachers have appropriate resources to meet the learning needs of learners with disabilities and, as a result, the learners make good progress. |
| Adapt teaching and learning styles to improve teaching and learning for learners with disabilities. | Class teachers | Ongoing with support from SENDCO | SLT through self-evaluation activities. | All staff know and implement effective teaching and learning strategies for learners with disabilities, as a result learners with disabilities make good progress. |
| When planning educational visits and experiences ensure that the needs of children with disabilities are taken into account. | Teachers organising visits | Ongoing | SLT through review of visits and enrichment experiences. | Children with disabilities access a range of educational visits and experiences. |
| Ensure that staff are appropriately trained in meeting the needs of children with disabilities. | SLT  SENDCO | Ongoing | SENDCO/SLT | Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met. |
| Curriculum resources and books audit and materials and provision enhanced. | SENDCO  English subject leads  Curriculum subject leads | Ongoing | SLT through reviews and evaluation activities | Children with disabilities have access to a range of appropriate written resources and texts which meet their specific needs. |

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**STRAND 2: Physical environment**

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| Action | Who | Timescale | Monitoring | Outcomes |
| Review the physical environment to ensure the needs of specific children with disabilities are met. Review EHCP plans and reports from professionals to check what is needed. | Headteacher, SENDCO, | Devolved capital Buildings and maintenance budget - allocated each April | SEND governor through review of provision for children with disabilities and Headteacher | Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation and participate fully in school life |
| Review all teaching areas to ensure they are appropriate for learners with disabilities. | SENDCO  SLT | Annually in July in preparation for new classes | Headteacher | Learners with disabilities achieve well |
| Review all recreation areas to ensure they are appropriate for learners with disabilities/ learning difficulties | SLT  SENDCO | Annually in July in preparation for new school year | Headteacher | Learners with disabilities and learning difficulties access recreation areas and are happy to do so. |
| Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed. | Headteacher  SENDCO | budget – allocated each April | Headteacher | Children with disabilities are well supported. |
| When refurbishments or remodelling are being considered ensure that DDA compliance and suitability is taken into account. | Archdiocese appointed area surveyor  Headteacher | As budget allows | Headteacher | Any building improvements suits the range of abilities that are likely to access the environment |

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**STRAND 3: Access to written information**

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| Action | Who | Timescale | Monitoring | Outcomes |
| Review of marking policy and assessment policy.  When reviewing marking and assessment policy consideration to be given to the needs of disabled learners and practice adapted accordingly. | SLT  SENDCO, | Ongoing | SLT through review of policy and through work scrutiny | Learners with disabilities have a clear understanding about how well they are doing and how they can improve their work. |
| Review of homework procedure.  When reviewing homework strategy, consideration to be given to the needs of disabled learners and homework activities amended accordingly | SENDCO  SLT | Ongoing | SLT though review of policy and review of homework activities | Learners with disabilities complete homework which is appropriate to their needs and accessible. |
| Information displayed around school e.g. signs, notices, displays, instructions.  As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them | SLT and all staff  SENDCO | Ongoing | Pupil voice about displayed information in discussion with SENDCO. | Learners with disabilities can access information which is displayed and make effective use of it. |
| Visual timetables: all classrooms make use of visual timetables to support learners with disabilities | All staff led by SENDCO | Ongoing | SLT through learning walks | Children with disabilities are well supported and know and understand what they will be doing each day. |

**4. Monitoring arrangements**

This document will be updated and evaluated annually by the Headteacher and SLT but may be reviewed and updated more frequently if necessary. It will be fully reviewed every 3 years.

The plan will be informed by feedback from parents, pupils and people with disabilities.

It will be approved by the Governing Body annually.

The plan will be published on the school website and is available on request.

**5. Links with other policies/Documentation**

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

* Health and safety policy
* Equality information and objectives
* Equality Policy
* Special educational needs (SEN) information report
* Supporting pupils with medical conditions policy
* SEND Policy
* School Mission Statement