



**St. Alban & St. Stephen
Catholic Primary School & Nursery**

Accessibility Plan

Approved by:	Full Governing Body	Date: November 2021
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Last reviewed on:	December 2019
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Next review due by:	December 2024
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'Learning and growing with God by our side'

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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 Alban & St Stephen Catholic Primary School & Nursery believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. In line with our mission statement, the staff and governors recognise the entitlement of all children to have access to the National Curriculum, including those with special educational needs or disability.

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, 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 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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

As an inclusive school, we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	OUTCOME	TIMEFRAME
Increase access to the curriculum and extra-curricular activities for pupils with a disability.	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	To develop a new curriculum that develops the 'whole child'.	<p>Introduce mindfulness and wellbeing curriculum.</p> <p>Amend the behaviour policy. Include the use of zones of regulation.</p> <p>Support teachers to understand the use of reasonable adjustments to meet specific needs.</p> <p>Ensure learning includes outdoor opportunities, hands-on, kinaesthetic activities and enrichment visits and trips</p>	<p>Learning experiences are linked to real life and ensure all children are ready for the next stage.</p> <p>Children have a bank of self-regulatory strategies to use.</p> <p>Reduced incidences of challenging behaviour in class</p> <p>Increased attendance % and a reduction in anxiety based absences.</p>	2021-2022

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Teachers and teaching assistants have the necessary training to teach and support pupils with additional needs and disabilities</p>	<p>Audit adult training needs to identify appropriate CPD and find relevant training opportunities.</p> <p>Whole school Level 1 mental health training.</p> <p>All staff trained on the Zones of Regulation.</p> <p>All teachers and teaching assistants complete refresher STEPS training.</p> <p>All new members of staff to complete STEPS training.</p>	<p>Staff trained and supported.</p> <p>Better able to meet the needs of pupils with additional needs/ vulnerabilities.</p>	<p>Summer 2022</p>
<p>To improve the physical environment of the school to ensure, wherever possible that accessibility is not a barrier to preventing pupils from attending school.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>To develop a quiet outdoor space on both sites.</p>	<p>Turn some of the grass outdoor areas on both sites into a Sensory garden.</p> <p>Seek support from PTA and parents with skills in this area.</p> <p>Apply for funding grants.</p>	<p>Children who find the playground environment too busy will have an alternative place to go at breaks. Children who need time away from the class to emotionally regulate can use a safe outdoor space.</p>	<p>Summer 2022</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 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