

St Cuthbert's Catholic Primary School

School Motto

*In love with Christ: Be the best I can. Be kind to one another.
Amen*



Mission Statement

*As missionaries of our faith, our school community strives to embody the Christian values of St Cuthbert sharing in humility, spirituality, tolerance and kindness.
Each individual is nurtured and celebrated within our inclusive and equitable setting; appreciating and embracing diversity within the world around them.*

Accessibility Policy

September 2024

St Cuthbert's Catholic Primary School

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Statement of Intent

St Cuthbert's Catholic Primary School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as their peers. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

As a school, we enable inclusion and equality for pupils who share other protected characteristics and ensure that our practices and environment are accessible and inclusive for all within our global school community.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Data Protection Policy
- Equality Information and Objectives Policy
- Health and Safety Policy
- Positive Behaviour Policy
- School Development Plan
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Definitions

In line with the Equality Act 2010, “indirect discrimination” is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “protected characteristics” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “disability” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Roles and responsibilities

The governors of St Cuthbert's Catholic Primary School will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Head Teacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governors and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governors, Archdiocese, LA and external agencies to effectively create and implement the school's Accessibility Plan.

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The SENCO will be responsible for:

- Working closely with the Head Teacher and governors to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head Teacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents / carers and visitors to the school within a given timeframe.

It will be presented as a freestanding document and is available on the school website.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be September 2028. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

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The school will collaborate with the Archdiocese and the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governors, caretaker and SENCO annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

St Cuthbert's Catholic Primary School will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs and how they will be met.

Curriculum

St Cuthbert's Catholic Primary School is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide an adapted curriculum to enable all pupils to feel secure and make progress.

The Class Teacher / Subject Leads and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adapted for the pupil wherever necessary in line with their EHC plan. Where adaptations to the provisions outlined within the plan are deemed appropriate in order to enable the pupil to reach their full potential in a given subject, advice will be sought from the SEND Case Worker and other external agencies where appropriate.

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Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents / carer, will ensure that all adaptations possible, in line with common sense and practical application, will be made for any disability. Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil profiles'.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical Environment

The school is committed to ensuring that all pupils, staff members, parents / carers and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are considered; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governors and Head Teacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed

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ACCESSIBILITY PLAN			
Equality and Inclusion			
Targets	Strategies	Outcome	Timeframe
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	On-going.
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	On-going.
Physical Environment			
Targets	Strategies	Outcome	Timeframe
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then produce an Action Plan based on findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	On-going.
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility	Any new construction will be fully accessible.	Long Term Until any new construction begins.
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Discuss with relevant building contractor. To have the required needs implemented into construction plans and approved by governing body.	Full confirmation and approved prior to work commencing.	As and when necessary.
School is aware of the access needs of disabled children, staff and parent/carers. School staff are better aware of access issues.	Create access plans for individual disabled children as part of IEP process, when and where necessary.	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in their commitment to meet access needs. All parents able to fully access all school activities.	As and when necessary.
Curriculum			
Targets	Strategies	Outcome	Timeframe
Continue training for teachers and support staff on current and relevant aspects of SEND including adaptation when required.	Review the needs of children with specific needs, provide all relevant training.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise the importance of achieving their full potential.	On-going
Written Information / Documentation			
Targets	Strategies	Outcome	Timeframe

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<p>Make available school brochures, school newsletters and other information for parent's/carers in alternative formats.</p> <p>Availability of other written material in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those who require it.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p>	<p>On-going</p>
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by the EAL Team for key information for EAL families.</p>	<p>School information will be available for all.</p>	<p>On-going as needed.</p>
<p>To continue improving communication for any hearing or visually impaired member of the school community.</p>	<p>To maintain and update systems to support access for these members of the community.</p>	<p>Pupils and parents and visitors who are hearing or visually impaired to be better able to access</p>	<p>Review annually.</p>

Policy Reviewed: September 2024

Shared with Governors: September 2024

Next Review: September 2027

Statutory Review as per DfE: Every 3 years