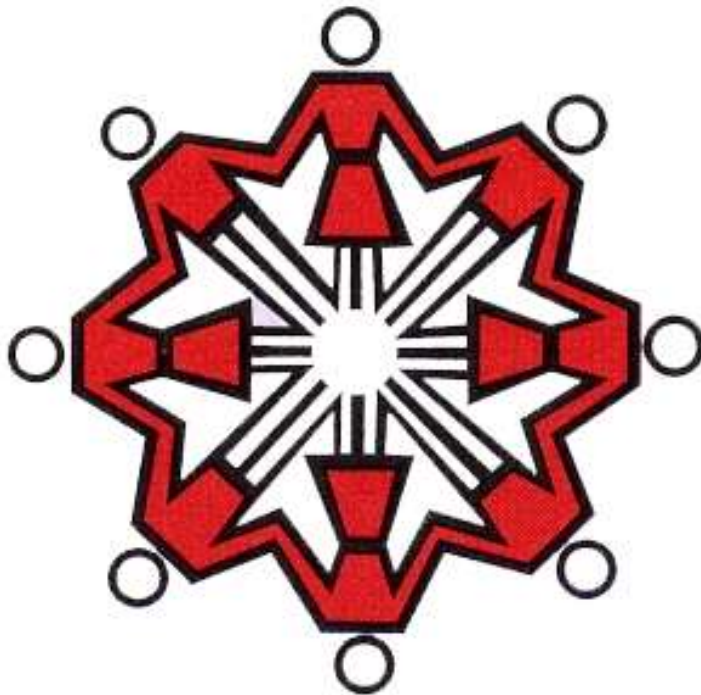


ST BENEDICT'S PRIMARY SCHOOL

Accessibility Plan September 2024 – August 2027



St. Benedict's Primary School

Accessibility Plan

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Contents

1. Aims
2. Legislation and guidance
3. Contextualised Information
4. Action plan
5. Monitoring arrangements
6. Links with other policies
7. Equality Act 2010

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

This plan shows how St. Benedict's intends to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

The purpose of the plan is to:

- Increase access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improve access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improve the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

St. Benedict's is a Rights Respecting School and respect, equality, dignity, participation and non-discrimination is at the heart of everything we do. Our school aims to treat all pupils equitably and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

[Article 23 \(children with a disability\)](#) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Definition of disability

'Many children and young people who have SEN may have a disability under the Equality Act 2010. A disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

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.

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. Contextual Information

- St. Benedict's Primary School has children with a range of disabilities or additional needs, including moderate and specific learning disabilities. We have a small number of pupils who have a sensory impairment and a range of complex medical needs.
- The school has recently undergone building alterations in preparation for the opening of an official Resource Base.
- St. Benedict's Primary School has two separate buildings. The North Building has two storeys. The upper floor is accessed via a staircase and is not fully accessible. Wheelchair access is not viable.
- The South Building has ramp access and a hydraulic door.
- We have a disabled toilet in both the North and South Buildings. Within the South building, there is also a specialist toilet which includes a washing and drying facility.

4. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

The school plans to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Actions		Evidence to be collected to measure progress
	How	Who	
Promote the successful involvement of disabled pupils in all classroom activities (in all curriculum areas) and to be mindful of the many varied approaches to teaching and learning that pupils with a range of physical and developmental needs may have	<p>The school aims to provide full access to all aspects of the curriculum by:</p> <ul style="list-style-type: none"> Identifying staff training needs in order to effectively meet the diverse abilities and needs of all pupils. All lessons are adapted to allow all pupils to access core knowledge. Those with significant gaps who cannot access the required prior knowledge have work planned to close gaps allowing children to have the foundations needed to access core knowledge. Multi agency planning of provision for children with medical and personal care needs and the creation of Care Plans. Giving alternatives to enable disabled pupils to participate successfully in lessons Creating positive images of disability within the school Reviewing a preferred layout of furniture and equipment to support the learning process in individual classrooms Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/ software. Features such as sticky keys and filter keys, overlays, enlarged mouse 	<p>SLT All Class Teachers SENDCo External Agencies</p>	<p>Embedded adapted teaching strategies.</p> <p>Embedded use of SEND resources in classrooms.eg. Widget, Makaton, Communication Books</p> <p>Staff are familiar with the criteria for identifying specific needs and how best to support these children</p> <p>Recorded evidence that increased numbers of pupils with disabilities are actively participating in all activities</p> <p>Improved differentiation</p> <p>Increased levels of achievement for pupils with disabilities</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p>

	<ul style="list-style-type: none"> • Liaise with Sensory Team and the Physical Disability Support Service with regard to the visual impaired, hearing impaired and physically impaired pupils • SENDCo to prepare CPD for staff on learning styles and how best to plan lessons that encompass as many varied styles as possible to appeal to the widest number of pupils (at all ability levels) • Staff will be trained to support pupils with emotional needs 		
Monitor and review the attainment and progress of all SEND pupils to ensure that rapid and appropriate progress and attainment is being made in relation to their age and specific need, teaching style, resourcing, adult support and curriculum differentiation	<ul style="list-style-type: none"> • SENDCo Reviews • Class teacher meetings/Pupil Progress Meetings • Scrutiny of assessments and pupil work/Analysis of planning for differentiation • Observations and feedback from external agencies • Regular liaison with parents – formal and informal • SLT data analysis for vulnerable groups and the formation of an action plan to narrow the gaps • All staff who work with pupils with physical difficulties/disabilities are kept informed about the pupils needs • To support reading & writing for pupils with specific learning difficulties 	SLT All Class Teachers External Agencies	Staff are aware of how to analyse the data relating to their pupils Trends are identified and action taken Support is put in place to narrow gaps in pupil learning Managers are able to resource for the needs of physical disabilities Good communication between staff to ensure pupils' needs are met
Review PE curriculum to ensure that it is accessible to all pupils	<ul style="list-style-type: none"> • Work with PDSS to check on accessibility of PE and disability sports and integrate them into the curriculum where necessary • Ensure that all sporting after school clubs are available to pupils with disabilities and that positive promotion of such clubs is made 	PE Leader SLT All Class Teachers External Agencies	All pupils to have access to PE and be able to excel Pupils have opportunities to see role models from all walks of life Increase numbers of SEND pupils attending clubs

<p>To ensure that children with medical conditions are appropriately supported in school.</p>	<ul style="list-style-type: none"> • Update staff training annually in Asthma, Epilepsy, Diabetes and as required in other specific conditions • Update Medical Conditions Policy annually and ensure annual parents return is gathered. To ensure collaboration between all key personnel in the support of children with medical needs. • To provide a secure fridge (where necessary) to store medicines safely • To train named staff in the administration of medicines and to sustain legally appropriate record keeping • To ensure consent guidelines are adhered to and clear record keeping maintained • To identify training needs for all staff and ensure that those needs are managed • All staff to read the latest DfE guidance and ensure policy is followed • Lead staff member for first aid and medical issues attends any updated training for her role • To establish individual protocols where needed for individual pupils. • Emergency inhalers and Epipens available in school office 	<p>SLT Pastoral assistant TA's</p>	<p>Care Plans are established and adhered to. All pupils on medication will be treated correctly and detailed records kept All staff trained and aware of the medicine in schools legislation Raised confidence of support staff in managing medical related issues</p>
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Actions		Evidence to be collected to measure progress
	How	Who	
St Benedict's will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Governors Headteacher Business Manager Specialist teachers SENCO PDSS	Building Plans
Ensure new building projects and refurbishments prioritise accessibility	<ul style="list-style-type: none"> • Incorporate accessibility requirements into the design brief for any new building projects or major refurbishments • Engage accessibility experts to advise on the design and ensure it meets the needs of pupils with disabilities • Monitor construction to ensure accessibility features are properly implemented 	Governors Headteacher Business Manager SENCO	

Ensure the school's physical environment is maintained to a high standard of accessibility	<ul style="list-style-type: none"> • Establish a regular review and maintenance schedule for accessibility features, such as ramps, lifts, and hearing loops • Promptly address any issues or defects that arise to maintain full accessibility • Provide training for site staff on the importance of accessibility and how to identify and resolve problems 	Governors Headteacher Business Manager Site Manager SENCO PDSS	
To ensure that all staff, pupils and parents with a known or anticipated physical disability are able to be involved in all aspects of school life	<ul style="list-style-type: none"> • Change access plans for individual disabled children as required • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school • Audit requirements for ramps • On-going changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating 	Site Manager Business Manager Class Teachers SENDCo SLT External Agencies	Provision Plans in place for disabled pupils and ensure all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Disabled parent/carer/ visitors feel welcome
Ensure all disabled pupils can be safely evacuated in the event of an emergency	<ul style="list-style-type: none"> • Personal Emergency Evacuation Plan (PEEP) for all pupils with physical, sensory and mobility difficulties. • All fire escape routes are suitable for all members of the school community 		Fire drills completed in timely fashion and evacuation signage is checked and appropriate for all users

Aim 3: To improve the delivery of information to disabled pupils and parents.

The school plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Actions		Evidence to be collected to measure progress
	How	Who	
<p>To support the improved access to written information for pupils, staff, parents and other visitors</p> <p>This includes:</p> <ul style="list-style-type: none"> • Letters • Schooling • School Website • Twitter X • SEND Reviews • Flyers and Leaflets • School Prospectus 	<ul style="list-style-type: none"> • Symbol software to support learners with reading difficulties. • Follow Dyslexia Association guidance about Reading Ages for best access (approx 12 years), raising awareness of font size. Colour of document and page layouts will support pupils with visual impairments. • Ensure the availability of large font and easy read texts to improve access • Auditing signage around the school to ensure that is accessible to all. • Ensure website is fully compliant with requirement for access by person with visual impairment • Ensure Prospectus is available via the school website. • Inform readers that school published material is available in a selection of formats and identifying how they can access this provision if requested • Publicise the 'translate' facility on the school website to increase information accessibility for those who have English as an additional language or other communication impairments 	<p>Leadership Office staff All Class Teachers External Agencies DfE</p>	<p>All parents and pupils receive information in a form that they can access</p> <p>Staff are more aware of pupils preferred method of communications and try to utilise these in their planning</p> <p>Confidence of parents to access information on their child's education</p> <p>Pupils and/or parents feel supported and included</p>

<p>Pupils are given opportunities in their curriculum to respond to their learning in a variety of formats</p>	<ul style="list-style-type: none"> • Ensure all staff are aware of guidance on accessible formats and know how to respond to such a request • Staff to utilise all forms of written and verbal communication with their pupils 		<p>Pupil responses; verbally, pictorially and written that indicate they feel themselves to be included in all aspects of school life</p>
<p>Provide training and support for staff on creating accessible information</p>	<ul style="list-style-type: none"> • Deliver training sessions for all staff on best practises for creating accessible documents, presentations, and other information sources • Provide ongoing support and guidance to staff to ensure they are able to implement the training effectively 	<p>SENDCO PDSS</p>	

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equality Act 2010

Equality Act 2010

Under the **Equality Act 2010** there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Schools are required to take actions and write policies which positively promote disability

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

It has three main elements.

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

What are the specific duties?

The specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty
- to prepare and publish equality objectives.

Accessibility Plans (See above)

Schools are required to have Accessibility Plans showing how they are planning strategically to increase access over time.

The plan must show how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to those with disabilities.