

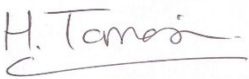
# Accessibility Plan



St Clare's Primary School,  
A Catholic Voluntary Academy

*And look out for one another's interests, not just for your own.*

Philippians 2:4

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Approval	Chair of Governors  H Torresi

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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.

At St Clare’s Primary School, a Catholic Voluntary Academy we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to fulfil their potential.

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, this 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.

## 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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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. This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<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> <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>All staff aware of issues relating to inclusion so ALL staff ensure they provide opportunities for all pupils. Strategic analysis and planning to ensure all aspects of the curriculum are accessible to all.</p> <p>All pupils regardless of their needs are catered for and can achieve at their level. Adjustments are made as required. See planning/classroom resources.</p> <p>All pupils able to engage and succeed in various curriculum areas.</p>	<p>Each Key Stage to consider the effectiveness of their planning to show reasonable adjustments made.</p> <p>Review access for all children with physical disabilities in PE and other subjects where mobility is vital.</p> <p>Actively seek feedback from department meetings to share good practice relating to disability issues and data.</p>	<p>SENDCo and class teachers PE Lead</p>	<p>Ongoing</p>	<p>Curriculum is accessible to all – both physically and educationally</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Access from all areas of school for those with mobility issues.</p> <p>Ensure good maintenance so that ramps can be used safely by all users.</p> <p>Provide safe exit for all users of school regardless of their physical ability.</p>	<p>Access to playground from KS2 cloakroom to be considered for wheelchair access</p> <p>Fire Exit ramp from hall to be reviewed for wheelchair access</p>	<p>Premises Officer</p>	<p>Raised with CMAT – awaiting funding decision</p>	<p>The environment meets the needs of all pupils</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure school signage can be read by all</p> <p>Ensure other methods are available ie iPads</p>	<p>Review internal signage</p> <p>Review equipment available</p>	<p>Premises Officer SENDCo</p>	<p>Pentecost 2024</p>	<p>Information is delivered in a way accessible to all pupils</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 Local Governing Body.

## 5. Links with other policies

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

- 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