



Star of the Sea Catholic Primary School

Accessibility Plan

2023 – 2024

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To be reviewed: July , 2024

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Aims of the Accessibility Plan

This plan outlines how Star of the Sea School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.

- Improve the physical environment of the school to enable people with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to all people with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' and other people's disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Legal framework

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

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996

- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- 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 governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board 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 headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this 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.

The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify and address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Focus	Actions	Responsibility	Timescales	Outcome
The learning environment for all pupils must be accessible.	All teachers as part of their risk assessment must carry out an audit of the learning area and resources to be used to ensure they are accessible to pupils with special educational needs and disabilities.	All staff and Governor subcommittee for Welfare, Safeguarding and Premises.	Risk assessments and audits to be carried out at the beginning of each academic year or at any point where significant changes to the environment have taken place.	Resources and learning areas are fully accessible to all pupils.
The curriculum should be accessible to all pupils regardless of needs abilities in background and for those with special educational needs and disabilities.	When planning curriculum delivery teacher should take due consideration for any individual pupils in their care and make any necessary	All staff and Governors.	This work is ongoing and is aligned to planning schedules and curriculum updates carried out over the year.	Any gaps in resources are identified and addressed and all pupils have full access to a broad and balanced curriculum.

	adaptations, resource use.			
Educational visits and any curriculum enhancement activities must consider any arrangements required to meet the needs of pupils with special educational needs and disabilities.	Incorporate appropriate consideration into the planning of any visits, visitors to school, and further enhancement activities including extracurricular clubs	All staff and Governors	As above	Educational visits and curriculum enhancement activities are accessible to all pupils including those with special educational needs and disabilities.

Planning duty 2: Physical environment

Focus	Actions	Responsibility	Timescales	Outcome
Continue to ensure that the physical environment affords full access for all pupils and adults with special educational needs and disabilities.	<p>Working with families to identify any further adjustments or specialist equipment required so that accessibility to school wide provision is secured.</p> <p>Where appropriate or necessary, refer to health and social care to secure further support, advice</p>	Headteacher, Site Manager, SENDCO and Governors.	Ongoing review as part of site wide health and safety monitoring inspections.	Appropriate planning and adaptations can be made, when necessary, in collaboration with parents and carers, so that children with specific needs are able to access all areas of school provision.

Planning duty 3: Information

Focus	Actions	Responsibility	Timescales	Outcome
Ensure all school information is presented in a way that is accessible to all users.	<p>Audit communication mechanisms and procedures</p> <p>Ensure that staff know how to ensure that school information can and is presented in a way that is accessible to all users – consult and seek advice from external agencies to support and facilitate and specific requests or identified needs</p>	School Business manager	As part of annual audits from September 2020	<p>Any gaps are identified and addressed in a timely manner.</p> <p>Appropriate use, when necessary, is made of any external support agencies to secure information or resources required to support information delivery.</p>

Access audit

Area	Description	Actions/Comments	Responsible	Timescales
Number of Floors	Within the building there are 2 floors. There is access from the ground floor to the first floor by means of stairs. There are 2 sets of stairs each giving access to 2 classrooms.	Ensure that stairs are maintained and in good condition.	Site Manager and through SLA with facilities management Company.	Daily checks.
Corridor access	All corridors are on a level with no obstacles to wheelchair users, comprising double doors to allow access.	N/A	Headteacher, Site Manager, SENDCO and Governor subcommittee for Welfare, Safeguarding and Premises	N/A

Parking bays	On site there are 6 disabled car park spaces, 4 spaces within the staff car park in front of the main entrance and 2 in front of the school gate into the school yard. All bays are not kerbed to allow better access for any users.	At the end of school it is difficult for access to the disabled parking bays because non-disabled people are using the bays. Monitoring ongoing.	Headteacher, Site Manager, SENDCO and Governors	Ongoing
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Entrances	<p>The entrance doors are doubled doors. The first double doors leading into school is powered assisted operated by a sensor. Within the lobby area there is low level intercom. The next set of double doors is opened by the intercom which is opened by whichever office intercom is pressed. To exit the school there are push buttons which open both inner and outer doors.</p> <p>Each classroom has a single door to allow children to enter for the beginning of school, these doors are not powered assisted but are wide enough for wheelchair users.</p> <p>There is a double door which allows access to the dining hall for access into breakfast clubs.</p> <p>There are 3 external entrances into the school grounds, 2 of which (east & west) can be accessed by wheelchair users.</p> <p>All pathways and roads are cleared and gritted during winter periods.</p>	Regular premises audit to ensure that there isn't any potential hazards which could cause an obstruction.	As above	Annual RA checks
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Ramps	There is a ramp into the school hall accessed from the yard. There is also ramped access to the Out of School Club with access from the school yard.	N/A	As above	N/A
Toilets	There is a disabled toilet within the main school building. This is a wide access toilet. There are wide access toilets located within nursery. The toilets upstairs are not enabled for full disabled access	Consider adaptation of upstairs toilet.	As above	As and when necessary
Reception area	There is a reception area within the central hub which has low level door access buttons, disabled toilet, low level office counters and with power assisted doors to come into and exit the reception area.	N/A	As above	N/A
Internal signage	There are signs on the disabled toilets doors, all of the signs within school also have braille at the base of each sign.	N/A	As above	N/A
Playgrounds/Outdoor learning areas	Access to playgrounds and fields are accessible for wheelchair users, including outdoor play areas (e.g. early years)	N/A	As above	N/A
Emergency escape routes	All emergency escape routes are always clear and free from any obstacles, any magnet doors are released upon any activation of the fire alarm. There is an emergency voice call which is located on the first floor next to the lift especially for disabled users.	Routine maintenance checks to ensure good working order	Site Manager, Headteacher	Ongoing