

Great Crosby Catholic Primary School
'...that they may have life and have it to the full.'

Accessibility Plan



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| Date of issue: | December 2024 |
| Review date: | December 2027 |

Accessibility plan 2024-2027

Section 1:

Vision statement

At Great Crosby Catholic Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff, parents, and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored, and we will use data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Great Crosby Catholic Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Values:

We will actively seek to:

- Promote equality of opportunity for people with disabilities
- Eliminate discrimination against people with disabilities
- Eliminate harassment of people with disabilities
- Promote positive attitudes towards people with disabilities
- Encourage people with disabilities to fully participate in school life

The above values will be implemented by:

Promote equality of opportunity for people with disabilities

- Make reasonable adjustments for disabled pupils at policy and whole school level
- Promote equality of opportunity for disabled pupils
- Secure their participation in every aspect of school life.

Eliminate discrimination against people with disabilities

- Staff training
- Raising staff awareness
- Implement, review and adjust policies
- Raising expectations
- Improving communication

Promote positive attitudes towards people with disabilities

- Staff to model respectful attitudes to disabled pupils, staff and parents
- Effective use of curriculum – RE/ PSHE
- Through positive images in school books and other materials
- Through visits from school, and from visitors coming in to school

Encourage people with disabilities to fully participate in school life

Disabled pupils, staff and parents will be encouraged to participate where:

- They see their disabled peers included and succeeding in the life of the school
- Disabled pupils, staff and parents are represented in senior, responsible roles
- Positive images of people with disabilities participating fully in daily life

The Equality Act 2010

The Equality Act 2010 defines a disabled person as someone who has, ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The Equality Act 2010 places a general duty on schools to pay due regard for the following when carrying out their functions:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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 characteristic and people who do not share it

Monitoring and Reporting

Monitoring is essential to identify whether people with disabilities are thriving and making progress at our school. The following information will be gathered and monitored:

- Number of pupils with disabilities in school
- Achievement/progress of pupils with disabilities
- Disabled staff who have rights under the Equality Act 2010
- Attendance of pupils with disabilities at extra-curricular clubs
- Involvement of people with disabilities in educational trips
- Behaviour logs/serious incident book
- Participation in School Council
- Attendance
- Exclusions

The impact of this policy in meeting the requirements of the Equality Act 2010 will be monitored yearly. If any adverse effects of the action taken are noted, the action plan will be revised. The SENDCo and nominated governor are responsible for producing an annual report outlining the progress of the Accessibility Policy, bringing together details of:

- Information gathered throughout the year
- How the information was used
- Action points that were completed during the year, and those that are ongoing

Approved by:

Date:

Next review date:

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability and/or sensory impairments
- Improve the delivery of written information to pupils
- Improve and maintain access to the physical environment

The tables below set out how the school will achieve these aims.

Aim: Increase access to the curriculum for pupils with a disability and/or sensory impairments

| Current Good Practice | Action | Time Scale | Monitored by Completed by |
|--|--|--------------------------------|--|
| Differentiation in Teaching | SLT and SENDCo to monitor quality of differentiation and provision for pupils with SEND | Termly | SLT SENDCo |
| Interventions | Interventions Manager & SENDCo to audit current interventions and the impact on learning/progress. Provision mapping to be used across all year groups | Summer term each academic year | SENDCo and Interventions Manager – report to SLT and SEND governor |
| Training for CTs and TAs for delivering interventions | Intervention Manager and SENDCo to audit training that staff have had. Review skills audit Liaise with Michelle Thompson (support teacher), Claire Thornton (ICON) and Dr Jo Greer (Ed. Psych) to arrange training | Ongoing | SENDCo and Interventions Manager to report back to SLT and SEND governor |
| Classrooms organised to promote the inclusion and independence of all pupils | SENDCo and SLT to audit of resources and QFT to ensure that lessons are planned to meet the needs of all pupils | Termly learning walks | SENDCO SLT SEND governor |

Improve the delivery of written information to pupils

| Current Good Practice | Action | Time Scale | Monitored by Completed by |
|---|---|------------|----------------------------------|
| Written material made available in alternative forms when requested | School will increase awareness of the services available for converting written information in to alternative formats | Ongoing | SENDCo SLT IT co-ordinator |
| Documentation on school | School to review formats on school website to check accessibility for parents where English is an additional language | Ongoing | SENDCo SLT IT co-ordinator |

Improve and maintain access to the physical environment

| Current Good Practice | Action | Time Scale | Monitored by Completed by |
|--|--|--|--------------------------------|
| Fire alarms are visual as well as audible throughout the school | Ensure that those with visual impairments are aware of the fire alarm and how they operate During a fire alarm practice, give warning to those children with auditory sensitivity | Ongoing | Class teacher SENDCo SLT |
| Specific children have specific equipment and setting arrangements which have been implemented throughout the year | Ensure a smooth transition in to next class in September | July each year - transition meetings between old and new class teacher | Class teacher SENDCo SLT |

Section 3: Access audit

| Feature | Description | Actions to be taken | Person responsible |
|-------------------------|---|--|--------------------------------|
| Corridor access | Site all on one level All corridors are accessible for wheelchairs and wide enough for manoeuvre | Corridors to be tidy and free from obstruction | All school staff |
| Entrances and Exits | All entrances and exits are ramped (no steps) | Completed | Site Manager |
| Disabled Parking | Spaces provided close to school entrance | Completed | N/A |
| Fire alarms | Auditory and visual fire alarm in place | Ensure those who are visually impaired are aware of alarm system | Class teacher SENDCo SLT |
| Doors | All classroom and corridor doors are accessible for people standing or sitting in a wheelchair. They have toughened lower glass panels, making it easy to see through. | Completed | Site Manager |
| Emergency escape routes | All classrooms have outside access. Escape routes are signposted | Completed | Site Manager |
| Disabled Toilets | One disabled toilet in Foundation Stage One disabled toilet in KS1 One disabled toilet Y3 area One disabled toilet in Y5 area One disabled toilet in the Y6 boys' toilet One disabled toilet in the Y6 girls' toilet | Completed | Site Manager |

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|---------|--|---|------------------------|
| Signage | Signage is clearly displayed throughout the school | Explore possibility of adding signs suited to visually impaired | SENDCo Site Manager |
|---------|--|---|------------------------|