

Accessibility Policy

Keyham Barton Catholic Primary School



Approved by:

Governors

Date: 02.02.23

Last reviewed on:

N/A

Next review due by:

February 2026

Headteacher: Miss S. Rowe

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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.

This 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Keyham Barton Catholic Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

At Keyham Barton, inclusion underpins all that we do. We believe in the potential of every child and work hard to ensure no-one gets left behind, regardless of any starting point, disability, age, gender or status in life. Our first layer of support is the high quality teaching we deliver. Every child is expected to make progress and we adjust teaching methods to ensure that they do well. We also build in regular meetings between teachers and senior leadership to monitor progress and intervene with early intervention where required. This

includes regular and rigorous monitoring of the progress made across the curriculum as well as elements of social and emotional wellbeing and mental health.

We are a trauma informed school and so our culture is one of acceptance and empathy. This will ensure our high quality teaching, pastoral approach and high expectations for every child results in everyone achieving their full potential.

Actions to ensure equality for pupils with disabilities.

We shall undertake a disability audit.

As a result of the audit, we shall:

- write and action plan which includes targets
- make the policy and targets known to all teaching and ancillary staff, pupils and parents
- monitor the success of the plan

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.

We work within guidance from Plymouth local authority, Plymouth Children's Safeguarding Board, Plymouth CAST (the multi-academy trust to which we belong), and other schools within and outside of Plymouth, The Plymouth Excellence Cluster/Multi-Agency Support Team also support our children to access learning where there may be significant barriers to learning or engagement e.g. from the home, experiences or SEND.

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 governors, children, staff and parents.

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.1. Schools' Planning Duty.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured. The plan is to be reviewed and updated at least every three years.

3. 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 board.

4. Links with other policies

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

- CAST Academy Visions and Values
- Behaviour policy and statement
- Special Educational Needs report
- Equal Opportunities policy and objectives
- Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Admissions policy
- Staff related policies, e.g. risk assessments, Return to Work

Appendix 1 Keyham Barton Accessibility 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	Monitoring lead	Success criteria	Timescale
Increase and maintain access to the curriculum for pupils with disability.	Keyham Barton offers a differentiated curriculum for all pupils.	Ensure ICT is appropriate for pupils with disabilities.	Review accessibility of ICT (including whiteboards) using specialist expertise for individuals	SENCo & Head Teacher	Teachers and support staff will be able to call on a variety of ICT resources to support children with SEND.	Review by December 2023
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Ensure SEND children are identified at the earliest possible time	Staff to have termly update training on meeting needs of children with SEND, Complete Passports and share with parents/carers.		Children with SEND will be identified earlier.	Training ongoing.
	Curriculum resources include examples of people with disabilities.		Programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.		Staff will feel confident to identify children with SEND and how to support them.	Summer 2024
	Curriculum progress is tracked for all pupils, including those with a disability.		Protective Characteristics to be discussed and talked about during celebration assemblies			
	Targets are set effectively and are appropriate for					

	<p>pupils with additional needs.</p> <p>The curriculum is reviewed frequently to ensure it meets the needs of all pupils.</p> <p>Teaching Assistants and support are deployed according to need.</p> <p>A sensory room and TEACHH space provides access to a low sensory environment.</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> <p>Door and corridor width</p> <p>Disabled toilets and changing facilities</p>	<p>Ensure barriers to pupils and stakeholders are identified</p>	<p>Pupils with disabilities and their parents/carers/stakeholders to be asked to identify the barriers they face in participating in the school community.</p> <p>Clear signage around school</p> <p>Yellow line markings to improve visibility</p>	<p>Headteacher</p>	<p>All stakeholders to be able to participate fully in school community.</p>	<p>December 2023</p>

	Yellow lines to highlight changes in level					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Books, displays and w/board screens on particular coloured backing e.g. yellow for some dyslexic pupils.</p> <p>Pictorial or symbolic representations - Widgeits</p>	To promote positive attitudes to disability	<p>Visitors to school</p> <p>Reading book audit</p> <p>Purchase reading books/posters etc that reflect disabilities</p>	SENDCo & Literacy Co-ordinator	Books and displays to reflect a range of SEND.	March 2023