## **Holy Rosary Catholic Primary School**



### **Accessibility Plan**

"Building loving hearts and strong minds in union with God and each other."

Date: 24<sup>th</sup> May 2018

**Review Date: May 2021** 

**Signed by Chair of Governors:** 

Centre Forenz.

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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.

Our vision embodies this aim:

#### With God's help we will

- o value everyone with dignity and respect:
- o seek the happiness of others as well as their own;
- o recognise and challenge inequalities and unfairness.
- o do what is right;
- o never give up;
- o always aim high.

This vision runs through all our policies from when children first join us with our Admissions Policy until they leave us to move to the next phase in education. We are a fully inclusive community and we are committed to providing every child with the best possible learning experience.

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 will access the support of available and appropriate partnerships to develop and implement the plan including our local primary partnership, the local authority services and the wider partnerships available from within the St Ralph Sherwin Catholic Multi Academy Trust and

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
- Governors
- LA advisors, including MEAS, SENS Behaviour support

- Diocese of Nottingham
- CPA Surveyors
- From September 2018, Holy Rosary will be part of the St. Ralph Sherwin Catholic Multi-Academy Trust

#### 2. Legislation and guidance

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> 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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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. Action plan

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

| Aim   | Current good practice Include established practice and practice under development   | Objectives  State short, medium and long-term objectives  | Actions to be taken  | Person<br>responsible | Date to complete actions by | Success criteria  |
|---|---|---|--|-----------------------|-----------------------------|---|
| Increase access to the curriculum for pupils with specific needs. | We offer an inclusive, caring environment for all pupils. Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress and attainment is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. | Develop the resources used within the curriculum to represent more clearly the diversity of our school.  Improve the broadband and ICT resources to support learning. | Review and adapt the curriculum for 2018-19.  ICT review and commission company to improve the broadband infrastructure and supply IT equipment suitable for pupils with SEND. | TB/MD TB/Govs         | July 2018 Sept 2018         | Pupils with specific needs participate fully in all aspects of school life and achieve to their full potential. |

| Improve and                               | The environment is adapted to the  | Renovate KS2 toilets  | CPA to lead phase 1-4  | CPA/TB  | September         | The learning   |
|---|--|---|--|---------|-------------------|--|
| maintain access to                        | needs of pupils as required.   | Renovate entrance to  | of building project.   |         | 2019              | environment is   |
| the physical environment                  | This includes:   | school  |  |         |                   | engaging, resources are accessible and   |
|   | • Ramps  | Additional disabled toilet  |  |         |                   | learning resources are   |
|   | Disabled toilets   | (at the front of the school)  |  |         |                   | fit for purpose.   |
|   | <ul> <li>Majority of classrooms<br/>are on the ground floor</li> </ul>                           | Shower/changing facility  |  |         |                   | The indoor physical  |
|   | Multiple entry points to<br>school (EY/KS1/KS2) to   | Improve the width of corridors  |  |         |                   | environment is safe, accessible.   |
|   | avoid congestion and crowding  | Renovate the P, R, 1, 1/2, 2, 4, 5 and 6 classrooms                                       |  |         |                   | The outdoor  |
|   | <ul> <li>Soft play areas, suitable<br/>for pupils with specific<br/>physical needs</li> </ul>    | Ensure all areas of the school are accessible to pupils with specific needs               | Liaise with Staffordshire<br>LA with the view to<br>install a lift to the first<br>floor | ТВ/НМ   | September<br>2018 | environment is safe<br>and enriches the<br>overall learning<br>experience for all<br>pupils and particularly |
|   |  | Improve the outdoor areas to improve break-time activities for pupils with specific needs | Commission outdoor play specialist to create outdoor gym, goals, benches etc.            | TB/Govs | September<br>2018 | those with special needs.  |
|   |  | Disable parking bay   | Paint disabled space<br>markings on a school<br>parking space                            | ТВ      | September<br>2018 |  |
| Improve the delivery of                   | Our school uses a range of communication methods to ensure                                       | Install induction loops   | Discuss options with Staffordshire LA  | TB/HM   | September<br>2018 | Pupils of all abilities and with differing   |
| information to pupils with specific needs | information is accessible. This includes:  • Internal signage                                    | Ensure internal signage is up-to-date with  | Act on recommendations of Fire Risk Assessment   | PD/PD   | September<br>2019 | needs have resources<br>differentiated<br>according to their   |
|   | <ul> <li>Large print resource<br/>(available as needed)</li> </ul>                               | statutory requirements  | and Conditions Survey  |         |                   | needs in consultation<br>with them and those<br>with responsibility for                                      |
|   | <ul> <li>Braille (available as needed)</li> <li>Pictorial or symbolic representations</li> </ul> | Update screens in the classrooms  | ICT review and company to supply IT equipment.   | TB/Govs | September<br>2018 | them.  |
|   |  |   |  |         |                   |  |

# 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. Following the building work taking place over the next year, the policy will be reviewed.

### 5. Links with other policies

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

- Risk assessment policy
- · 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

# Appendix 1: Accessibility audit – this will be added to following consultation with pupil and parent groups and from advice given by the local authority

| Feature           | Description  | Actions to be taken   | Person<br>responsible       | Date to complete actions by                                    |
|-------------------|--|---|-----------------------------|--|
| Number of storeys | Key Stage 2 classrooms are on the 1 <sup>st</sup> floor  | Explore the feasibility of a lift to the first floor  | CPAssociates                | Feasibility Study to be complete by 31 <sup>st</sup> July 2018 |
| Corridor access   | Some classrooms and office spaces are used as storage space and corridors. It is not always clear where classrooms are located.  Not currently suitable for wheelchair access. | All corridors to be clear of obstruction. Office spaces to be self contained.  Signs to be clear            | Headteacher<br>CPAssociates | 31 <sup>st</sup> August 2018                                   |
| Lifts             | None available   | Explore the feasibility of a lift to the first floor  | CPAssociates                | Feasibility Study to be complete by 31 <sup>st</sup> July 2018 |
| Parking bays      | Insufficient parking for staff and visitors and no reserved disabled parking   | Parking spaces to be clearly marked. Disabled space to be marked and reserved.                              | Headteacher<br>CPAssociates | 30 <sup>th</sup> June 2018                                     |
|                   |  | Staff to be provided with alternative parking areas  Parents to be asked to park responsibily and avoid the | Governors                   |  |

|                         |  | area directly outside school and on the driveway.  |   |                                |
|-------------------------|--|--|---|--------------------------------|
| Entrances               | Entrance is narrow with two doors enclosing a small lobby area. Not suitable for wheelchair access   | Re-modelling of front of school will address this as part of LCVAP capital allocation approved.  | Headteacher<br>Governors<br>CP Associates | 31 <sup>st</sup> August 2018   |
| Ramps                   | The school is built on a number of levels and the outside play area has a steep slope up to one playground   | Outdoor play area to be remodeled to provide discrete areas with access remodeled to provide a safe area.  Grant funding has been secured to complete this work. | Headteacher<br>CP Associates              | 31 <sup>st</sup> December 2018 |
| Toilets                 | The school toilets are outdated, some are unsafe and there are insufficient facilities for students and no disabled facilities for either pupils or adults.  | Re-modelling of front of school will address this as part of LCVAP capital allocation approved.  | Headteacher<br>Governors<br>CP Associates | 31 <sup>st</sup> August 2018   |
| Reception area          | The reception area is not accessible by pupils or visitors with disabilities. It is not fit for purpose for those working in reception.  There is insufficient storage and the area is not secure. | Re-modelling of front of school will address this as part of LCVAP capital allocation approved.  | Headteacher<br>Governors<br>CP Associates | 31 <sup>st</sup> August 2018   |
| Internal signage        | Signage does not meet statutory requirements   | Re-modelling of front of school will address this as part of LCVAP capital allocation approved.  | Headteacher<br>Governors<br>CP Associates | 31 <sup>st</sup> August 2018   |
| Emergency escape routes | Emergency escape routes are currently available but not well signed and would not be suitable  | Re-modelling of front of school will address this as part of LCVAP capital allocation approved.  | Headteacher<br>Governors                  | 31 <sup>st</sup> August 2018   |

| for wheelchair users |  | CP Associates |  |
|----------------------|--|---------------|--|
|----------------------|--|---------------|--|