



Sr. Francis Xavier Catholic Primary School

Accessibility Plan

Approved by: C.A.Cullen

Date: September 2021

Last reviewed: September 2021

Next review due by: September 2022

Accessibility Plan

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.

St. Francis Xavier is an inclusive catholic community that is guided by the Gospel values that are expressed in our school aims and mission statement. These aims promote inclusive education in its widest sense in all areas of school life.

Providing for pupils with Special Educational Needs and Disabilities (SEND) is just one way in which St. Francis Xavier promotes and supports inclusion. We believe that each child is unique, being created in God's own likeness, each with his/her own gifts and talents.

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.

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.

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 and epilepsy.

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

Please see below for our action plan in accordance with the Equality Act 2010.

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3. Action plan

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

Targets	Current good practice	Actions to be taken/strategies	Person responsible	Date to complete actions by	Success criteria
<p>To ensure that lessons provide opportunities for ALL pupils to achieve.</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with SEND.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Children to work in a variety of ways – individuals, pairs, group and whole class.</p> <p>Effective deployment of staff to support specific needs by carrying out tailored intervention programs.</p> <p>Whole staff training on how to meet the needs of children with SEND.</p> <p>Ensure that information is presented in a way that meets the needs of children with specific difficulties.</p> <p>Ensure that strategies/interventions recommended by external agencies are implemented correctly.</p> <p>Ensure that equipment provided by outside agencies is used correctly and that staff receive adequate training.</p>	<p>SENCo SLT Class Teachers Support Staff</p>	<p>Ongoing throughout the life of the plan.</p>	<p>Resources are targeted more efficiently.</p> <p>Children achieve or exceed their individual targets.</p> <p>When lessons are monitored, SENCo/SLT can identify that strategies outlined in this plan are in place.</p>

<p>To improve and maintain access to the physical environment.</p> <p>To improve access to outdoor activities on site for pupils with wheelchair or other mobility issues.</p>	<p>Our school environment is adapted/ and can be adapted to the needs of our pupils as required.</p> <p><i>Our school currently has the following adaptations:</i></p> <ul style="list-style-type: none"> • <i>Large corridor width</i> • <i>Disabled parking space at the front of school</i> • <i>Disabled toilets and changing facilities</i> <p><i>School is accessible in most areas to wheelchair users with the use of a ramp.</i></p>	<p>To review existing Education, Health and Care Plans (EHCP) annually for pupils with disabilities and adapt/extend provision where required.</p> <p>To seek support from external agencies as and when appropriate.</p> <p>Termly reviews with Class Teachers and support staff.</p>	<p>SENCo Site Manager SLT</p>	<p>Ongoing throughout the life of the plan.</p> <p>To be assessed by June 2022.</p>	<p>Provision for all pupils will be outstanding and meet their needs.</p> <p>Our school continues to be accessible to wheelchair users.</p>
<p>Improve the delivery of information to pupils with a Special Educational Need and/or Disability (SEND).</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Large print resources are available when necessary</i> • <i>Radio aids for children</i> 	<p>Whole staff training on how to meet the Speech and Language needs of children with SEND.</p> <p>When necessary, visual supports will be in place for those that need them.</p> <p>Develop our use of ALDs and communication</p>	<p>All members of staff</p>	<p>Ongoing throughout the life of the plan.</p>	<p>School will be able to successfully deliver information in a number of ways as outlined in our strategies.</p>

	<p><i>with hearing difficulties</i></p> <ul style="list-style-type: none"> • <i>Pictorial or symbolic representations used around school</i> • <i>Makaton signing</i> 	<p>books to communicate more effectively with our children with SEN.</p> <p>To increase the use of basic Makaton signs throughout our school.</p>		September 2022	
All children to be able to take part in school visits, regardless of their Special Educational Need or Disability (SEND).	All children are invited on residential trips and necessary adaptations are made after reviewing the risk assessment.	Thorough risk assessments to be carried out for all visits. School to ask for input from external agencies where appropriate.	SLT SENCO Class Teachers Trip organisers	Ongoing throughout the life of the plan.	All children will participate in school visits.
To successfully support pupils and families with SEMH needs.	<p>School have members of staff with significant training in SEMH needs. These staff are able to signpost pupils and parents to the necessary support.</p> <p>School have access to a Specialist Advisory Teacher for SEMH.</p>	<p>Staff training on identifying SEMH needs across the school.</p> <p>Increase staff awareness of organisations that can provide support and help to those with SEMH needs.</p> <p>Review and develop SEMH provision currently in place.</p> <p>Continue the good working relationship with our Specialist Advisory Teacher for SEMH and utilise this provision to provide more tailored training to relevant staff.</p>	SENCO Safeguarding Leader Class Teachers	<p>June 2022</p> <p>Ongoing throughout the life of the plan.</p>	Pupils and families with SEMH needs will feel supported and will have access to the necessary provision they need.

<p>School behaviour policy and other whole school policies to be reviewed to ensure the needs of all pupils with SEND are met and accommodated for.</p>	<p>Current SEND Policy/ SEND information report in place to ensure that the needs of all pupils are met and that parents are aware of how school can meet their child's needs.</p> <p>Informal adaptations are made to the behaviour policy for those children with SEND.</p>	<p>Continued development of a range of inclusion strategies involving multi-agency approaches.</p> <p>Incorporate advice/strategies from external agencies on how to effectively manage the behaviour of those children with SEND.</p>	<p>SLT SENCO</p>	<p>September 2022 and ongoing throughout the life of the plan.</p>	<p>Our school policies will consider the needs of all children here at St. Francis Xavier.</p> <p>There will be sufficient strategies put in place to ensure the needs of all children are met and that exclusion would be the last resort.</p> <p>Rewards and sanctions will be individualised for those children with SEND.</p>
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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 our Academy Representatives.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special Educational Needs (SEN) information report

