



**Good Shepherd Catholic  
Primary & Nursery School**

**ACCESSIBILITY PLAN**

**Last Review Date: September 2020**

**Next Review Date: September 2023**

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	4
4. Monitoring arrangements .....	6
5. Links with other policies .....	6
Appendix 1: Accessibility audit.....	7

### 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.

At Good Shepherd Catholic Primary School, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

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 staff and governors of the school.

### 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.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<p>The school provides all pupils with a broad, balanced and relevant curriculum, differentiated and adjusted to meet the needs of the individual pupils and their preferred learning styles (e.g. setting suitable learning challenges and targets, responding to pupils' diverse needs, flexibility of organisation regarding learning styles/stimuli and groupings for learning, allocation of/access to extra support to help with particular physical/ sensory needs</p>	<p>Headteacher, Deputy Head/Inclusion Manager and all teachers</p>	<p>Pupils with a disability have full access to the curriculum</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> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Stair lifts</li> <li>• Wide corridors</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves, cupboards and classroom trays at wheelchair-accessible height</li> </ul>	<p>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</p>	<p>Ensure more staff have training on the use of the star lifts to support the needs of disabled pupils, staff or visitors who might come to Good Shepherd in the future</p>	<p>Headteacher, Deputy Head/Inclusion Manager and Premises Manager</p>	<p>Pupils, staff and visitors with a disability have full access within the school</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Visual timetables in all classrooms</li> </ul>	<p>Improving the delivery to disabled pupils of information that is provided for pupils who are not disabled (e.g. worksheets, specific notices, information about school events.)</p>	<p>Improving the delivery of information might include: making information available in Braille, large print or through Makaton, simplified language or symbols</p>	<p>Headteacher, Deputy Head/Inclusion Manager and all staff</p>	<p>Pupils with a disability are able to access all information</p>

#### **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 the Governing Body

#### **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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Register of employees and pupils with disabilities		<p>At the beginning of the school year, the school will conduct an audit of its employees and pupils in order to:-</p> <ul style="list-style-type: none"> <li>• Identify employees and pupils with disabilities</li> <li>• Determine the scope of these disabilities and in particular areas where the individual is disadvantaged within the school because of these disabilities For each individual identified with a disability the school will conduct an individual assessment to determine what reasonable actions can be taken in order to improve the individuals participation in the school's activities</li> </ul>	Headteacher and Inclusion Manager	
Review of physical access and curriculum access		<p>The school will also review the activities of disabled children as a group in order to understand:</p> <ul style="list-style-type: none"> <li>• Areas of the curriculum to which disabled pupils may have limited or no access at the moment.</li> <li>• The physical environment of the school in particular identifying any parts of the school to which disabled pupils have limited or no access at the moment.</li> <li>• Outcomes for disabled pupils.</li> </ul>		