St Cuthbert's Catholic Primary School
Accessibility Plan

September 2023

Date of next review: September 2024

	ST Cuthbert's Catholic Primary School
	# Accessibility Plan

Aims of the Plan

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;
    - Eliminate unlawful discrimination, harassment and victimization;
    - Advance equality of opportunity between different groups; and
    - Foster good relations between different groups.

Introduction

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to dayactivities".

Key Objective

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;

2. The school recognises its duties under the Equality Act (as amended by the SENDA):
   - Eliminate unlawful discrimination, harassment and victimization;
   - Advance equality of opportunity between different groups; and
   - Foster good relations between different groups.
   - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
   - not to treat disabled pupils less favourably
   - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
   - to publish an Accessibility Plan.

3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.

4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.

5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.

6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
   - Increase the extent to which disabled pupils can participate in school curriculum
   - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
   - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.

7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

   - setting suitable learning challenges
   - responding to pupils' diverse learning needs
   - over-coming potential barriers to learning and assessment for individual and groups of pupils.

Our school was opened as a new building in 1907 and updates and renovations have been carried out regularly over the past 10 years. Our accessibility requirements were checked in September 2018 by the Finance and Premises Committee.

Layout and Design	The school is situated on a single site. The Key Stage 1 area is a single-storey and is in the old, original building. Our EYFS area has been added to the original building as the school population expanded, it has ramped access at both ends of the annex and a toilet with disabled access. The Key Stage 2 annex is a single -storey building with 3 classrooms, 1 which is in the old part of the building and another 2 which are in the newer annex. There is ramped access to this part of school. Room timetables take account of accessibility for all users. Entrance to the school office is through the old part of the building and ramp was installed in 2019. There is a disabled toilet in the entrance area.
Disabled Access	There are 4 entry points with ramped access to the doors of each part of the building.
Disabled Toilets	Two disabled toilets are available in throughout the building.
Playground layout	All play areas are on one level and can be accessed from the pedestrian entrances.
Public Access Rooms	Public meetings are held in the school hall on the ground floor.
Hearing Loop	A portable hearing loop system is available at school.

Area identified for improvement:

- Provide disabled parking bays.
- Push button door access. (Long term capital programme)

7. Activity

The School has identified a range of points for development in line with the duties from the Equality Act as follows;

Continue to review inclusive provision e.g.
- Install classroom sound system when necessary
- Large print/ access to whiteboard for visually impaired
- Access to appropriate tools such as writing boards
- Inclusive use of ICT such as 'Communicating in Print' and 'Clicker'

8. Linked Policies
This Plan will contribute to the review and revision of related school policies, e.g.
- SEN policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies