



St Herbert's RC Primary School

Accessibility Plan

Approved by Governors on: 1st July 2021

Date to be reviewed: Summer 2022

Signed on behalf of the Governing Body: *P Devine (Chair)*

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1. Aims

This plan is set within the context of the School Mission Statement:

“Strong in Faith, Hope and Love, for the Common Good”

and the School Ethos:

“By loving one another as God loves us, we can achieve spiritually and academically”

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 St Herbert’s RC Primary School, we aim to live by the 5W’s. This is a framework created by the Diocese of Salford to ensure we live our lives by the values at the roots of Christianity; they help us to aspire to be like God. The 5W’s are: Welcome; Word; Witness; Welfare; Worship and through these areas we grow in love, knowledge, confidence and peace and harmony. In doing so, inclusion is put first and all children, staff, parents and members of the school community are treated equally.

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.

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

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Costing
<p>Increase access to the curriculum for pupils with a disability</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 resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>Through termly PCP's both pupil and parent voice is recorded and targets are agreed by all parties.</i></p> <p><i>One Page Profiles are written with children to record Pupil Voice</i></p> <p><i>The curriculum is reviewed to ensure</i></p>	<p>Short Term</p> <p>Evaluation of current provisions using Value for Money Toolkit</p> <p>Medium Term</p> <p>Whole school training on Sign Along to be arranged and accessed to ensure all children can access the curriculum and have a means of communication with all</p>	<p>Through PPM evaluate impact on attainment</p> <p>SENDCo to observe interventions</p> <p>TA to evaluate</p> <p>SENDCO to contact companies who provide training, gain pricing for Foundation Course</p> <p>Training to be booked in through whole school CPD inset budget</p>	<p>SENDCo</p> <p>TA's proving provisions</p> <p>Class teachers</p> <p>Assessment Coordinator</p> <p>Head Teacher</p> <p>SENDCo</p>	<p>Autumn Term 2021/2022 (on going)</p> <p>Spring Term 2021 / 2022</p>	<p>Increase access to the curriculum for pupils with a disability</p> <p>Increase access to the curriculum for pupils with a disability</p>	<p>Supply costs for PPM: £300 supply costs x 5 = £1500</p> <p>SIGNALONG Training pricing enquiry made – price not yet given as of May 2021</p>

	<i>it meets the needs of all pupils.</i>	<p>Long Term</p> <p>Training for TAs and Teachers in moving and handling of disabled children</p> <p>Training for Teachers and TAs in meeting the needs of children with Down's Syndrome/ Autism/ Dyslexia/ Sensory Processing Difficulties/ Speech Language and Communication</p>	<p>Identify personnel for training – agree with Physical Difficulties Team/ Kingfisher via SEN Service training schedule.</p> <p>Training to be booked through CPD inset budget</p>		Summer term 2021/2022	Increase access to the curriculum for pupils with a disability	<p>Moving and handling training approx.. £500 per day.</p> <p>Provided through SLA with QEST</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Disabled toilets • Library shelves at wheelchair-accessible height 	<p>Medium Term</p> <p>To provide wheelchair accessible access to the school field</p> <p>Long Term</p> <p>To provide low level counter at the school Office</p> <p>To improve access to the</p>	<p>Head Teacher to consult with Building Services</p> <p>SCA bid to be put into place.</p> <p>Head Teacher to consult with Building Services</p> <p>SCA bid to be put into</p>	<p>Head Teacher</p> <p>Head Teacher</p>	<p>Autumn Term 2021/2022</p> <p>Autumn Term 2021/2022</p>	<p>Improve and maintain access to the physical environment</p> <p>Improve and maintain access to the physical environment</p>	<p>BUILDING WORK to go to tender. Approx. £10,000</p> <p>BUILDING WORK to go to tender:</p>

		school through the car park. Available disabled bay and clear markings	place.				Approx.£350,000
Improve the delivery of information to pupils with a disability	<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>Internal signage</i> • <i>Language translations on the school website</i> • <i>Text messages</i> • <i>Availability of a microphone for children with hearing impairment</i> 	<p>Short Term</p> <p>Ensure all teachers are aware of the different learning styles and needs of children in their planning through receiving copies of all agency reports for their information</p>	<p>Training regarding Learning Styles</p> <p>ICT training for all staff re: functions of iPad</p> <p>Planning Scrutiny</p> <p>Learning walks</p>	<p>Head Teacher</p> <p>Deputy Head</p> <p>SENDCo</p>	<p>Autumn Term 2021</p> <p>2022</p>	<p>Improve the delivery of information to pupils with a disability</p>	<p>No additional cost.</p>
		<p>Medium Term</p> <p>To develop the SEND offer to ensure appropriate provisions are delivered and all children with EHC plan needs are met</p>	<p>Staff and resources planned and developed through CPD</p> <p>Visits to other SEND Units/ Special Schools by all SEND TAs</p>	<p>SENDCo</p>	<p>Summer Term 2021/2022</p>	<p>Improve the delivery of information to pupils with a disability</p>	<p>£1000 resources</p>
		<p>Long Term</p> <p>All staff to improve</p>	<p>Termly Apple Teacher Training to be accessed</p>		<p>Summer Term</p>	<p>Improve the delivery of information to</p>	<p>No additional Cost</p>

		knowledge of ICT to meet the needs of children through a range of different technologies	by all staff Good Practice Shared through Teach Meet in Staff Training	ICT Coordinator ICT Technician Apple RTC	2021/2022 (on going)	pupils with a disability	
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4. Monitoring arrangements

This document will be reviewed annually.

It will be approved by the Governing Body.

5. Links with other policies

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

- Equality Policy
- Health and safety policy
- Special Educational Needs and Disability (SEND) Policy and Information Report
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Behaviour Policy
- Charging and Remissions Policy
- Child Protection Policy
- Prevent Policy
- Pupil Attendance Policy
- Pupil Premium
- School Complaints Policy
- Safeguarding Policy
- Values and Ethos

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	NA		
Corridor access	Wheelchair accessible; all on one level.	NA		
Lifts	0	NA		
Parking bays	0	LCVAP bid includes new parking facilities, including designated parking bays.	HT	Nov 22
Entrances	2 - Main Entrance and Learning Centre	Improvements can be made within a new entrance, however existing entrance is accessible (see reception area notes).		
Ramps	8 – access to fire doors near the hall, access to playgrounds.			
Toilets	3 disabled toilets – main building, accessibility suite and Learning Centre.			
Reception area		LCVAP bid includes new entrance area, including accessible counter to the office.	HT	Nov 22

Internal signage	At appropriate level.			
Emergency escape routes	All on one level with ramps at all KS1 and LC entrances, and some KS2 entrances.			