



St. Ambrose Catholic **Primary School**

Accessibility Plan

Approved By:	Date: Saint Ambrose Local Governing Body
Last Reviewed	March 2021
Next Review Date	September 2021

Aims of the Accessibility Plan

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.

Saint Ambrose 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 Saint Ambrose 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 sets out the process for raising these concerns.

Legislation and guidance procedure

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.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Principal, teachers, SENDCO	Spring 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2021
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Principal, external advisors, SENDCO	Summer 2021	Staff members have the skills to support pupils with SEND	Spring 2021
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENDCO	Spring 2021	Planning of school trips takes into account pupils with SEND	Summer 2021
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Principal, ICT Team Hagley, SENDCO	Spring 2021	Pupils with SEND can access lessons	Spring 2021

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Principal and Site Manager	Spring 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2021
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SENDCO	Summer 2021	Learning environment is accessible to pupils with visual impairments	Autumn 2021
	Toilets are not accessible	Handrails installed	SENDCO	Summer 2021	Access to toilets is increased	Autumn 2021
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SBM/building contractors	Summer 2021	School buildings are fully accessible	Autumn 2021

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENDCO, ICT Team Hagley	Spring 2021	School is aware of accessibility gaps to its information delivery procedures	Summer 2021
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENDCO	Summer 2021	School is aware of local services for converting written information into alternative formats	Autumn 2021
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENDCO, ICT manager	Spring 2021	Written information is fully accessible to children with visual impairments	Summer 2021
Long term	School website is not accessible to children with SEND	Audit of website	ICT Team Hagley	Summer 2021	Website is fully accessible	Autumn 2021