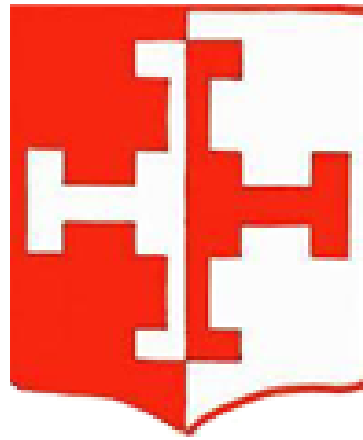


# **St Chad's RC Primary School**



## **Accessibility Plan**

### **School Mission Statement**

*With Christ at the heart of our school, we welcome all within our community, respecting one another and celebrating our differences.  
We will uphold and spread the Gospel Values so that through aiming high everyone fulfils their potential and lives life to the full,  
growing in faith and love.*

**Love one another as I have loved you. John 15:12**

If, after reading this plan, you have any questions relating to disability and /or accessibility please do not hesitate to contact us on 0161 205 6965 and we will be happy to help:

Headteacher	Ms Malcolm
Deputy Headteacher and SENDCO	Mrs Ginns
Office Manager	Miss Jordan

The Governors and staff at St Chad's RC Primary School are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. We believe that each person should be loved and valued so they can be, 'the human person fully alive.' We offer a broad and balanced curriculum and have high expectations of all children so that each and every child can realise their full potential.

### **Definition of Disability under the DDA**

- You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
- To fall within the Act, a person must be substantially affected by their disability in one or more of the following capacities:
  - Mobility
  - Physical coordination
  - Manual dexterity
  - Continence
  - Ability to lift, carry or otherwise move everyday objects
  - Speech
  - Hearing
  - Eyesight
  - Memory or ability to learn, concentrate or understand
  - Perception of risk or physical danger

### **What do 'substantial' and 'long-term' mean**

- 'Substantial' is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed.
- 'Long-term' means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection.

Our Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Health & Safety Policy  
School trips and visits Policy  
Special Educational Needs Policy  
Behaviour Policy  
School Development Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. 10. The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during Inspection processes.

The Accessibility Plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Promote equality for all sections of the community, including gender and gender identity, religion, race, sexual orientation, disability and age.	Ten:Ten RSE programme	Monitoring – books, drop-ins, pupil voice  CPOMS – logs of racial incidents, bullying log, homophobic incident log	Headteacher	Half-termly monitoring  Monitoring of CPOMS  Termly reports to Governors
Ensure that language is not a barrier to parents.	Explore best practice at catering for parents/carers who need information in different languages.  Use interpreters in meetings	Parent questionnaires  Materials available	Headteacher  SENDCO	Termly monitoring
Ensure access to all areas of the physical environment of the school.	Regularly audit pathways through the school grounds.  Health and safety checks	Audits	Office Manager  Site Manager	Termly monitoring
To develop children's knowledge and understanding of the diversity of the world in which they live.	Faith weeks  CAFOD	Pupil voice  Learning environment	Headteacher  RE Lead	Termly monitoring

Written material is available in alternative formats such as enlarged font, coloured paper, etc.	The school will make itself aware of the services available through appropriate bodies for converting written information into alternative formats when necessary.	Materials available  Feedback from parents, staff, visitors and pupils	SENDCO  Office Manager	Annual monitoring
All staff are appropriately trained to support the needs of our children.	Identification of CPD needs.  CPD booked and planned for.	Staff questionnaires	Headteacher  SENDCO  Office Manager	Termly monitoring