St Vincent's Catholic Primary School

We grow, learn and achieve by following Christ

The mission of St Vincent's Catholic Primary School is '*We grow, learn and achieve by following Christ.'*

We aim to do this by:

- Fostering a life of faith through experience of a wide variety of prayer and liturgy.
- Developing Catholic practice.
- Encouraging social and moral values which enable the children to respect themselves and others.
- Continuing to develop a partnership with parents, parish and the wider community.
- Providing a stimulating learning environment.
- Showing a generosity of spirit in relationships.
- Reviewing and evaluating our methods and practices.

We are a sign of God's presence to each person we meet and we aim to create an environment where each person, regardless of race, religion, colour, sex, age, language, ability, job, background or family circumstance, feels valued and encouraged to develop a sense of worth, dignity, security and belonging. Parents send their children to school each day with the expectation that school provides a secure and safe learning environment in which their children can flourish. St. Vincent's, therefore, has to ensure that this expectation becomes reality. In order to do this there are a wide range of policies and procedures in place:

Name of Policy: Accessibility Plan

Ratified by: The Governing Body – St Vincent's Catholic Primary School

Named Governor: Ms Marcella Phelan

Date: Autumn 2026

Signature: E Cookman / M Phelan

Effective Date: Autumn 2026

Review Date: Autumn 2027

Circulation: Available to all on website
Status: Current

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Disability Discrimination Act
- SEN and Disability Act (SENDA)
- Children Act
- Safeguarding Vulnerable Groups Act
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

The School understands that disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

The School has a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled

people to participate in school life.

It is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

The School is proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, 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.

In response to the Access Audit undertaken by the Local Authority we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:

Findings from John Burkes **DDA REPORT 29.01.2016**

3.22.2 Actual Findings

There is in place adequate documentation relating to the building and no further works are required.

Audit of Practice in Relation to Disability

	Promote equality of opportunity between disabled persons and other persons.	**Eliminate discrimination that is unlawful under the Act.**	**Eliminate harassment of disabled persons that is related to their disabilities.**	**Promote positive attitudes towards disabled persons.**	**Encourage participation by disabled persons in public life; and**	**Take steps to take account of disabled persons' disabilities even where that involves treating disabled persons more favourably than other persons.**

Environment	• Adapting the physical environment, e.g:
	  ○ Easy access/entry size
	  ○ Toilets
	  ○ Sound systems
	  ○ Signs/colours
	  ○ Dual language signs/vocabulary
	  ○ Emergency
	  ○ Coat pegs
	  ○ Dining tables
	  ○ Space for movement
	  ○ Fire alarms/flashing lights
	• Reception hall
	• Newsletter
	• Modifications: all new planning
	• Ramps/heights modifications
	• Access Signing
	• Doorways wider
	• Access
	  ○ Lift
	  ○ Multi-use games area: seating, quiet zone
		• Audit – ongoing (PSHCE lessons, School Council, Staff meetings)
		• Staff duty of care
		• Disabled Toilets
		• Positive Discrimination
		• Built into SIP – when planning new building work
		• Safeguarding children by providing an open plan school environment
		• Accessibility issues may make participation in public life difficult
		• Ramps
		• Access inclusion in all curriculum
		• School trips/journeys
			• By ensuring people are not highlighted
			• Listening and supporting to eliminate
			• Playgrounds
			• Physical space – environment nurtures, promote inclusion
			• Staff training
			• Playground "watch" pupils views
			• Eliminate "hide away" areas
			• Behaviour policy – encouraging respect for the whole school community
			• Good lighting
			• Open areas
			• Supervision level
			• Anti-bullying
			• Policies and procedures
				• Promote positive self-esteem (not tokenism)
				• Genuinely valuing
				• Positive images on display – clear indicators that all abilities, cultures welcome
				• Promote independent access to all parts of premises (disabled person less dependent of others)
				• Disability resources reflecting all
				• Disabled facilities (Disabled toilet accessible by lift)
					• Physical environment is adapted to ensure equal access
					• School plays, outings, residential
					• Access with advice (medical)
					• Talk to children/staff etc about
					• Physical access necessary
					• Curriculum leader/SMT.
					• Equal access to all school
						• Explain/justify to peers
						• Resentment
						• Being open to appoint staff with disabilities and being prepared to make adjustments
						• Rearranging physical support/adult classroom
						• Changing timetables/rules
						• Extra facilities
						• Special individual aids
						• Therapy provision

	• Contrasting colours to mark edges • Height of door handles and buzzers • Width of doors and pathways • Fire exits down stairs • Signage – dual language • Height of buzzers • Height of dinner hatch • Disabled toilet • Doors width Low labels/pictures • Safe wheelchair access to school hall, first floor and playgrounds					
Curriculum (including PSHRE Scheme of work)	• VAK and resources catering for individual needs. • Organising classroom skills/training for staff. • Materials, positive models reflected in planning – delivery • Teach disability awareness • Signing, adapted computers,	• Include in planning, evaluating • Equality of op.: rethinking ed. Visits; rethinking staff ratio (sometimes it means changing what indiv ch does while group does other for safety) • Risk assessments • Extra staff	• Behaviour/bullying policy. • Policies • Aims/values • Role models • Resources • Profile – vocab, opportunity to talk/discuss • PSHE • Learning Mentor programmes • "Anti-bullying weeks" • Disability awareness	• Positive role models. • Explicit teaching e.g. Disability Awareness Day • Fundraising awareness • Inclusion activities • Finding every individuals talents and promoting these • Positive handling policy	• Planning the curriculum to include everyone, especially/ including school trips – team work, sharing skills, inclusion leader and team • Ensure participation in all areas e.g. PE, , Buddies/Ambassador roles • Making activities accessible (play at end of Y6 • Open-minded, encouraging attitude by all	• Increased ratios • Special equipment • Differentiated approach • Additional provision • Extra time – exams, absences (hospital appts) • Add "aids/resources etc as needed • Groupings • Agreed strategies • Interventions in place to support

	sound field systems • Training for staff • Appropriate teaching resources • Adult ratios • PSHCE • Positive images: people, books etc • Part of school philosophy • Learning Mentor – a full time member of staff • Statement in policies	• Equal access to full curric/provision made to support this • Differ resources	• Black History activities • A unified and quick response to all bullying • Life-Bus • Ten-Ten Productions programme • Permeate whole curric and daily school life • Playtimes		• Outside professionals	optimum learning opportunities for SEND children Skilled staff supporting children with EAL
Admissions	• Policy • Prospectus website • Prospectus • Admission forms • those with disabilities have the same rights as all other – transparent process • LA policy – school • Support before admission		• Initial contacts – signage/welcome access • Access of info website – does it reflect ethos?	• Reception – positive images and disabled pupils succeeding		• School being positive and proactive – finding ways of overcoming any problems that exist • Gov. give add priority to those with disabilities, statement or priority
Extended Day	• Access • Space • Staff – access to training • Activities – equipment, access • Positive promotion for	• Is the facility set up to be inclusive?	• Providers – ensure Promote Equality Duty process/Ethos		• Preparation and access to facilities on trips • Safety access • After school activities – promote and monitor access to extra-curricular	• Inter-agency liaison families, GP, external providers

	targeted parents/children • Extra-curricular activities for identified children • Funding, staffing, transport					
Extra-curricular	• Knowledge of other facilities – ensure other providers follow same ethos. Monitor access – who? If not, why not?					
Staff	• Recruitment • Staff Handbook • Policies, e.g. Safeguarding/ Child Protection, Anti-Bullying		• Training • Policies/sanctions • Code of conduct • Diocese, LEA, Gov's	• Communicatio n of the act and its implications • Using CPD meeting to raise the profile and expectations regarding the act • Annual updates for staff		• Advertisement language • Short listing those who reach minimum requirements
Parents	• Access to school • Suitable seating • Planning ahead for events • Communications	• Raising awareness • Challenging • Increasing understanding, allaying fears and anxieties	• Awareness • Policy/guidelines • School promoting procedure for discussing issues • Names person or identifying someone you can speak to openly	• Positive images/books /posters etc around school • Assemblies	• Welcome letter • Personal approach • Encouraging representation • Regular updates by Inclusion Leader	• Parentmail used to share information quickly in relation to Covid-19 • Website Documentation • All parents able to help pupils able to access learning during lockdown. (on- line platform) • All parents have

						access to chrome books for teir children during lockdown
Governors	• Raising awareness • Opportunities to be on governing body	• Positive representation as Gov. today	• Training awareness • Designated Governor	• Policy making		
School Meals Service	• Assisted eating • Table height • Hatch height • Explanation of menu • Carrying cutlery, training peers				• SEND TA's helping those children that require assistance	

St. Vincent's Catholic Primary School: 2021 - 2024

A Checklist for the Audit of Accessibility to Schools

	Aspects	**High/medium/Low Priority Issue?**	**Action Needed Y/N?**	**Action to be Taken**	**Target Date**	**Achieved**
Physical	Approach /Entrance	-	N			
	Car Parking	-	N			Car park for approx. 6 cars on site. Access available for disability
	External ramped access to the building	-	N			2 ramped areas

	Reception areas	-	N			
	Corridors	-	N			
	Internal doors - width, easy opening, low handles	-	N			Corridors with double doors and hall access new bi-folding doors and double doors
	Internal ramps	-	N			
	Internal steps / stairs	-	N			
	Passenger lifts	-	N			Lift installed
	WCs/ taps	L	N			
	Internal surfaces	L	N			
	Way finding	-	N			
	Lighting	-	N			
	Acoustics	L	Y	Loop system needed in Hall	Summer 2015	2015
	Means of escape	-	N			
	Equipment adaptability (P.E.)	L	N			
	Access to external environment areas	L	N	Environmental area needs wheelchair access to be planned (no child enrolled at present)	Summer 2015	2015 New build ramped area into KS1 playground and KS2
	Access to specialist	L	N		9/08	ICT suite top floor accessible by disabled

We wish to work closely with the School Council, the Cybermentors and the Mini Vinnies to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aim

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Resources Committee who are responsible for Equal Opportunities;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:

    - discriminate against disables pupils in our admissions and exclusions, and provision of education and associated services

- □ treat disabled pupils less favourably
- □ take reasonable steps to avoid putting disables pupils at a substantial disadvantage

- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:

  - □ setting suitable learning challenges
  - □ responding to pupil's diverse learning needs
  - □ overcoming potential barriers to learning and assessment for individual and groups of pupils

- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor, Annette Ireland, to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:

  - □ determining this policy with the Governing Body;
  - □ discussing improvements to this policy during the school year;
  - □ organising surveys to gauge the thoughts of all pupils;
  - □ reviewing the effectiveness of this policy with the Governing Body.

- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.

- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work closely with the Resources Committee, responsible for Equal Opportunities;
- work closely with the link governor and coordinator;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator (School Inclusion Manager)

The coordinator will:

- lead the development of this policy throughout the school;
- With the SMT, develop a voice for pupils, school personnel and parents/carers with disabilities in review meetings; by taking part in questionnaires; through discussion in PSHCE and through the school council.
- ensure disabled pupils participate in al school events and activities;
- work hard to eliminate harassment and bullying;
- promote throughout the school positive attitudes towards people with disabilities;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Equal Opportunities Committee (within the Resources Committee)

The Equal Opportunities Committee will fully integrate disabled people into this school by:

- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;
- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;

- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:

    - identifying different kinds of disabilities
    - visualizing what it might feel like to be disabled
    - supporting and interacting with disabled people
    - empathising

- ensuring good lines of communication are in place with parents namely:

    - newsletters
    - weekly information letters
    - school website
    - annual pupil reports
    - termly parent-teacher consultations
    - curriculum evenings
    - PTA events

- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identifying the training needs of school personnel;
- annually review this policy and the Disability Accessibility Plan.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school.

Role of Pupils

Pupils must:

- be aware of and comply with this policy;
- learn to recognise, understand and learn how to treat people with disabilities by:
    - identifying different kinds of disabilities
    - visualizing what it might feel like to be disabled
    - supporting and interacting with disabled people
- empathising
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Behaviour Policy and code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

    - All aspects of this policy
    - Inclusion
    - Special Educational Needs & Disabilities
    - Equal opportunities

- Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Behaviour
- Anti-bullying
- Equalities
- Inclusion
- Special Educational Needs and Disabilities