

St Richard's RC Primary School

Accessibility Plan 2020 - 2023



Approved by:	Full Governing Body	Date: September 2020
Last reviewed on:	September 2020	
Next review due by:	September 2023	

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	5
5. Links with other policies	5
Accessibility audit.....	6

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1. Aims

The aim of this plan is to demonstrate how we intend, over time, to increase accessibility to the school premises, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. The Equality Act 2010 mandates schools to have an Accessibility Plan. The Equality Act 2010 replaced all previous equality legislation, such as the disability discrimination Act. The Equality Act 2010 implies that “schools cannot lawfully discriminate against pupils on the bases of sex, race, disability, religion or belief and sexual orientation. This plan is subject to review every three years and must be approved by the governing body. The review process can be assigned to a committee of the governing body, a responsible individual or the Head teacher.

This plan will be made available online on the school’s website (<https://st-richards.manchester.sch.uk/key-information/policies>) and paper copies are available to parents and carers who make a 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. The school supports any available partnerships to develop and implement the plan.

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 parents of pupils with a disability, staff, pupils 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Raise staff awareness of disability issues wherever appropriate.</p> <p>1 to 1 adult support is in place for pupils with an EHCP</p> <p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all.</p>	<p>Continue to hold relevant training and raise awareness with staff.</p> <p>Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas</p>	<p>SENDCO to produce a training schedule whereby all relevant staff receive updated training on pupils new to their class.</p>	<p>ZO SENCO DK</p> <p>All staff subject leaders</p> <p>Any external or bought-in professional service advisors for sensory impairments</p>	<p>Sept 2020 onwards</p>	<p>All staff will be up to date with the specific needs of our pupils with additional needs through training and reading EHCPs and through consultation with SENDCO.</p> <p>Curriculum is fully accessible for all pupils.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>3 buildings on site have disabled toilets</p> <p>Ramps to main entrance enable access to all buildings.</p> <p>Corridors are wide enough for wheelchair access.</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To make sure that no child is ever separated from quality first teaching as a consequence of their physical disability</p>	<p>We have two buildings with two stories but no lifts. Therefore, we always place children in ground floor classes with Disabled toilet access if they have a physical disability (eg – 2020-21, C3 are downstairs)</p>	<p>Headteacher, DD Lead. SENCO lead</p>	<p>Sept 2020 onwards</p>	<p>Access to class for pupils with a physical disability which would make climbing stairs problematic are placed in downstairs classrooms</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Weekly newsletter • Emails to parents • Text messages to parents 	<p>To ensure that the parents and carers of St Richard's have ready access to up to date relevant information delivered in a range of ways.</p>	<p>Consider the introduction of 2nd and 3rd most widely spoken languages within the community of St Richard's when delivering key messages to parents.</p>	<p>Headteacher, DD Lead. SENCO lead</p>	<p>Sept 2020 onwards</p>	<p>Parents from all ethnic backgrounds will be kept up to date on key messages at St Richard's</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the full governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys in St Richard's and Olympic Buildings	Annual assessment of the placement of classes to ensure that pupils with physical disability are not placed upstairs.	HT	June 2021
Corridor access	There are lots of corridors in the four buildings of St Richard's – some of which are quite narrow.	Ensure that all corridors remain disability friendly and compliant by reducing to an absolute minimum any furniture or other potential obstacles and blockages	FM	Termly
Lifts	Not applicable – no lifts			
Parking bays	There are no parking bays for disabled pupils' use	Consider – on a case by case basis – any reasonable requests for parental parking close to the school should it be necessary to meet the needs of a disabled pupils.	HT	As and when the request is made.
Entrances	There are lots of entrances in the four buildings of St Richard's.	Ensure that all entrances remain unblocked, clearly signed and accessible to pupils with disabilities	FM	Termly
Ramps	St Richard's buildings are placed above street level (in some cases as much as 2 metres) but smooth ramped access allows wheelchair access to every building on the site.	To monitor the quality of ramped access on a regular basis	FM	Termly

Toilets	There are accessible ground floor disabled toilets in three of the four buildings on site.	Investigate the potential for Main Building to have a toilet converted in order to be disability compliant	FM	By 2021
Reception area	The reception desk at the main entrance has a lowered section which is wheel chair friendly	Continue to ensure that this facility is accessible should it be required (eg – things don't get piled up on it)	FM	termly
Internal signage	Internal and external signage is clear and user-friendly and assists in the identification of specific buildings (to guide visitors), points out exits and entrances (during pandemic), points out disabled facilities and clearly indicated emergency exits	To monitor and audit the quality of internal signage to ensure that it remains up to date and that there is clarity of purpose and never too much signage.	FM	termly
Emergency escape routes	Internal signage clearly indicated emergency exits	Ensure that personal evacuation plans are up to date so that all staff are aware of their role in assisting the safe evacuation of pupils with a disability	FM and SENCO	September 2020

This plan was approved and adopted by the Governing Body of St Richard's RC Primary School on Friday 9th October 2020.