

# **St Dunstan's Catholic Primary School**

## **Accessibility Plan**

**2022 - 2025**

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**Review date: Spring 2023**

## Mission Statement

Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down. Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

At St Dunstan's Catholic Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up and covers the period from January 2022 – July 2025. It should be read in conjunction with our school's Equality policy.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- 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 and associated services.
- 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 able bodied pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Target	Strategies/Actions	Outcome	Responsibility	Timeframe	Goals achieved
<b>Equality and Inclusion</b>					
Accessibility plan and Equality policy is an annual agenda item at Governors' meetings.	Accessibility plan and Equality plan to be on monitoring cycle.	Adherence to current legislation.	Clerk to Governors	Annually	
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff and pupils to determine the current thinking of the school. Provide training for staff and pupils as necessary.	Whole school awareness of issues relating to equality and inclusion.	Inclusion Leader	Pupil voice discussion December 2022 Staff audit December 2022	
Review curriculum and other relevant policies for evidence of how staff provide access in all areas to all pupils.	Review policies with staff and stakeholders.	Policies reflect adherence to current legislation	Inclusion Leader  Subject leaders	Ongoing as policies reviewed.	
<b>Physical environment</b>					
Ensure that all areas of school building and grounds continue to be accessible where possible, for all children and adults and to continue to improve the access of the physical environment for all.	Inclusion staff to audit accessibility of school buildings and grounds. Target areas for improvement in an action plan.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Inclusion team  Premises manager	Ongoing depending on need and changes to buildings/grounds	

Curriculum					
Continue training for teachers and support staff on different aspects of SEN when required.	<p>Review the needs of children with specific issues as required provide all relevant training in liaison with partner agencies.</p> <p>Embed pathway planning progress showing how individual needs are addressed.</p> <p>Use of one page profiles to inform staff of how to meet pupil needs.</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>We recognise that this is an on-going process, and that needs and expertise will change with time</p>	Inclusion leader and SENDCO	On-going.	
All out-of-school activities are planned to ensure the participation of all pupils.	<p>Review all out-of school provision to ensure compliance with legislation.</p> <p>Carry out pre-visit checks in order to ensure individual needs can be met. (record on school risk assessments).</p> <p>Ensure sufficient staff ratios including 1:1 support where necessary for pupils with high level of need.</p>	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Class teachers with advice from Educational Visits coordinator and Inclusion leader.	Reviewed annually. On-going.	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary)	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils will be enabled to be as independent as possible in the school environment.	Inclusion leader	On-going	

Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.	Inclusion Team and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed	Inclusion leader with class teachers	On-going	
<b>Written/other information</b>					
Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it.  The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Inclusion leader	As needed	
Availability of written material in alternative languages	The school will use information and translations provided by bilingual staff and outside agencies such as the Family Support Programme and REMA for key information for EAL families.	School information will be available for all.	Inclusion leader	On-going as needed	
To continue improving communication for any hearing impaired member of the school community.	Use of microphone and sound system for whole school events in the hall.  Use of radio aid systems as recommended and provided by the Physical and Sensory Support Service for any hearing impaired pupils.  Consider seating and access in all classrooms where hearing impaired pupils will be learning.	Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.	Inclusion leader	Review annually	