



St. Aidan's Catholic Primary School

Saint Aidan's Catholic Primary School Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the staff and governors of the school.
2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion
3. Saint Aidan's Catholic Primary School, plans over time, to continue to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- 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.
- 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 the DDA).
- 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 handouts,

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.

4. Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis or as required.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents: Equal Opportunities, Health & Safety (including off-site safety) SEND Policy, Behaviour Policy, School Improvement Plan, and the school's Mission Statement.

7. The Action Plan for physical accessibility relates to current and projected needs and funding.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

9. The School Website will feature the Accessibility Plan under 'Policies and Statutory Information.'

12. The Plan will be monitored through the Health, Safety and Premises Committees of the Governors.

13. The school will work in partnership with the Diocesan Authority in developing and implementing this plan.

14. The Plan may be monitored by Ofsted as part of their inspection cycle. The school meets the requirements of the Disability Equality Scheme.

Reviewed and updated December 2017.

Signed: _____ Chair of Governors

Accessibility Plan

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	a) to create access plans for individual disabled children as part of the IEP process	As required	SENDCO/ class teacher	IEP's are in place for disabled pupils, and all staff are aware of pupils' needs.
Ensure the school staff & governors are aware of access issues	b) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing	Headteacher/HS Committee	HT to advise re training for staff re particular disabilities

	c) Staff to share SEND information with all agencies and support staff to ensure continuity of care for the children	Staff dealing with children with specific needs, fully informed to be in place by Autumn 1.	Caretaker/ Buildings Committee/ HT Buildings Committee Inclusion/HT	
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access b) provision of appropriate seating	Ongoing	Caretaker/ Buildings Committee/ HT	Disabled parents / carers / visitors feel welcome. Child/adult has appropriate choice of seating according to needs
Maintain safe access for visually impaired people	Check condition of yellow paint on any step edges regularly Check exterior lighting is working on a regular basis Put black/yellow hazard tape on poles at end of	Ongoing checks	Caretaker/ Buildings Committee/ HT	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed

	efficient exit route in case of emergency		easily	
Use FM Hearing System where required	Take advice from Hearing Support Service on appropriate equipment if this becomes necessary	Ongoing	HT/SENDSCO/Class Teacher / TA	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Ongoing	HT/SENDSCO/Class Teacher / TA	There is constant supervision for disabled children who would need help in the event of an evacuation.
Ensure that all outdoor learning areas are accessible for people with disability.	Ensure that all routes are clear and risk assessed by all staff and outside agencies.	Ongoing	HT/SENDSCO/Class Teacher / TA	All children have access to the curriculum
Ensure all creative opportunities , including steel pans are available to all	Teacher to modify the drum in order for seated access	Ongoing	HT/SENDSCO/Class Teacher / TA	All children have access to the curriculum

To be reviewed and updated as required.

Last Review March 2018.