



St. Sebastian's Church of England Primary School and Nursery

Accessibility Policy and Plan

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Approved by:	Staff and Pupil Care
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"A school family with a Christian ethos, where we help each other to flourish."

Introduction

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. At St. Sebastian's CE Primary School and Nursery, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period of time by:

1. Monitoring recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
2. Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers;
3. Undertake reasonable adjustments to enable staff to access the workplace.

St. Sebastian's School, plans over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

Under the Equality Act 2010, schools should have an Accessibility Policy/Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect

on his or her ability to carry out normal day-to-day activities. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

St. Sebastian's Primary School Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

St. Sebastian's Primary School is 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.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum, as necessary, to ensure that pupils with a disability are as equally prepared for life as are the 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 and make reasonable adjustments to 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.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of the three-year plan period in order to inform the development of the new Plan for the following period.

Improving Access to the Curriculum					
Objective	Strategy	Outcome	Timescale	By Whom	Goal Achieved
To liaise with parents and nursery providers prior to new pupils starting	To identify pupils who may need additional and/ or different provision prior to starting	EYFS Leader to gather information during home and nursery visits and share any concerns with HT and SENCO All class teachers / SENDCo to gather information where possible from previous school providers/ parents	Ongoing	All teachers Headteacher School Secretary	Achieved Ongoing as new children start
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	HT, T and Governors review statutory policies annually	Ongoing throughout 21/22	HT Subject Leaders SENCO Governors	All policies clearly reflect inclusive practice and procedure Achieved and Ongoing
To ensure that all staff are aware of the school's commitment to fulfilling the accessibility action plan	Review the policy and discuss implications	Staff are equipped to consider and adapt areas of the curriculum to ensure we fulfil the requirements of 'The Equality Act 2010.'	Sept 21 or during new staff inductions	Headteacher (HT) SENDCo SLT All staff	Reviewed policy to be shared with staff and Governor's Spring 2022
To ensure that SEND delivery forms are an integral part of	Headteacher and SLT to establish training needs of staff through	Staff are confident and have an appropriate	Ongoing 2021-22	HT SLT SENDCo	SIP 2021 - ongoing

the curriculum delivery	performance management and in response to the SDP	level of knowledge and skill which enables them to plan and deliver the curriculum effectively.			
To ensure the school is able to accommodate the needs of SEND admissions	Effective communication between SENCO, HT, staff, governors, parents and external services	The SEND programme is coordinated throughout the curriculum Individual Risk Assessments to be carried out for staff / pupils	Ongoing	School Admissions HT SENDCo	The school has sufficient notice of pupils needs prior to admission in order to ensure provision is in place.
To establish close liaison with parents	To ensure collaboration between parents, HT, SENDCO and Class Teacher	School staff will communicate effectively with parents regarding their child's needs	Ongoing	CT HT SENDCO	Ongoing
To ensure equipment and resources (including ICT) promote the participation and independence of all pupils	Review and purchase any equipment needed to support the learning of pupils and their physical needs; this also includes the need to make reasonable adjustments for staff	Can provide equipment as and when needed to ensure all pupils can access the curriculum	Ongoing	CT HT SENDCO Operations manager	Ongoing- as needed Custom chair purchased etc.
To establish close liaison with outside agencies for pupils with ongoing health needs e.g.	To ensure collaboration with all key personnel and agencies	SENCO / Operations Manager will liaise with parents to complete a health care	completed	SENCO Operations Manager School Nurse	Health Care plans are competed and reviewed as needed

children with severe asthma, epilepsy, mobility or other medical or health needs		<p>plan. They will liaise with health professionals and provide training for all staff</p> <p>School Nurse can deliver training sessions as needed</p> <p>Individual Risk Assessments to be carried out by the Operations Manager</p>			<p>Risk Assessments are completed annually, but updated as needed</p> <p>Reviewed September 2021- achieved</p>
To ensure that disabled access to the building and its facilities is maintained	Regular audits by Operations manager	Continued evaluation to identify any modification needed	Ongoing	Operations manager HT	Ensure the school comply with DDA giving accessibility to disabled users Achieved – review if needed
To ensure venues for whole school trips are suitable- transport, access, toilets, staff and personal care	Pre-visit assessment of suitability, if possible. Visit leaders to familiarise themselves with the venue prior to visiting.	Broad and balanced curriculum offered alongside able bodied peers	Ongoing	HT CT SENCO	Equal opportunities for disabled pupils to participate in off-site activities Ongoing
To raise awareness of adults working at and for the school on the importance of good communication systems	Guidance and training as appropriate	Staff will communicate effectivity with the child and parents Use of interpreter as needed	Ongoing	CT SENCO HT	Achieved

To improve physical environment of the school	The school needs to take into account the needs of pupils, staff and visitors with physical and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access to the KS1 garden	Operations manager will record need and act on these when and if the need arises	Ongoing	Operations manager HT	Review of access to KS1 garden to be reviewed Ongoing
To ensure disabled parents have every opportunity to be involved	Utilise parking space for drop off/pick up Offer a telephone call to explain letters home for some parents who need this Offer interpreting service	The school will liaise and support parents with disabilities and accommodate their needs	Ongoing	SENCO HT All School Staff	Achieved
To ensure that parents are made aware of alternative methods to access school brochures, newsletters and any other materials	The school will make itself aware of processes available for converting information into alternative formats e.g. google translate / providing a translator	The school will inform parents of alternative ways to access information	Ongoing	SENCO Operations manager Office Staff	Achieved