**St. Paul’s Catholic Primary School**

**Part of Bishop Bewick Catholic Education Trust**



**Growing in God’s Love to Be the Best We Can Be**

ACCESSIBILITY PLAN 2021-23



**Contents:**

**Aim of the Accessibility Plan**

1. The Accessibility Audit

2. Planning duty 1: Curriculum

3. Planning duty 2: Physical environment

4. Planning duty 3: Information

**Statement of Intent**

This plan outlines the proposals of the local governing committee of St. Paul’s Catholic Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

♣ increasing the extent to which disabled pupils can participate in the school’s curriculum

♣ improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school

♣ improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The governing body also recognises its responsibilities towards employees with disabilities and will:

• Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities

 • Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.

• Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

• Parents of pupils

• Employees

• Governors

**The Accessibility Audit**

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

• Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

• Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

• Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

• Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

• Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

• Visual disabilities – this includes those with visual impairments and sensitivities

• Auditory disabilities – this includes those with hearing impairments and sensitivities

• Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify and address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

**Planning Duty 1: Curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus:** | **Actions:** | **Responsibility:** | **Timescales:** | **Outcomes:** |
| The learning environment for all pupils must be accessible. | All teachers as part of their risk assessment must carry out an audit of the learning area and resources to be used to ensure they are accessible do pupils with special educational needs and disabilities. | Staff Governors | Risk assessments and audits to be carried out at the beginning of each academic year or at any point where significant changes to the environment have taken place | Resources and learning areas are fully accessible to all pupils. |
| The curriculum should be accessible to all pupils regardless of needs abilities in background and for those with special educational needs and disabilities | when planning curriculum delivery teacher should take due consideration for any individual pupils in their care and make any necessary adaptations, | Staff Governors | This work is ongoing and is aligned to planning schedules and curriculum updates carried out over the year | Any gaps in resources are identified and addressed and all pupils have full access to abroad and balanced curriculum. |
| Educational visits and any curriculum enhancement activities most consider any arrangements required to meet the needs of pupils with special educational needs and disabilities. | incorporate appropriate consideration into the planning of any visits, visitors to school, and further enhancement activities including extracurricular clubs | Staff Governors | This work is ongoing and is aligned to planning schedules and curriculum updates carried out over the year | Educational visits and curriculum enhancement activities are accessible to all pupils including those with special educational needs and disabilities. |

**Planning Duty 2: Physical Environment**

St. Paul’s has seven levels across school. Adaptations have been made to ensure there are lifts between most floors, disabled toilets have been installed, showers are available. However, due to the geography of the school there continues to be areas that are only accessible by steps and doorways that need ramps added.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus:** | **Actions:** | **Responsibility:** | **Timescales:** | **Outcomes:** |
| Children with physical disabilities cannot access the school library and Art Room | Advice sought from architect. Construction work undertaken if required. | Headteacher | End of 2023 | Fully accessible curriculum areas |
| Children with physical disabilities may have difficulties accessing the gym, main playground (using same exit as others) | Advice sought from architect. Construction work undertaken if required. | Headteacher | End of 2023 | Fully accessible areas |
| Continue to ensure that the physical environment affords full access for all pupils and adults with special educational needs and disabilities. | Working with families to identify any further adjustments or specialist equipment required so that accessibility to school wide provision is secured. Where appropriate or necessary, refer to health and social care to secure further support, advice | Headteacher, Site Manager, SENDCO and Governors | Ongoing review as part of site wide health and safety monitoring inspections. | Appropriate planning and adaptations can be made, when necessary, in collaboration with parents and carers, so that children with specific needs are able to access all areas of school provision. |

**Planning Duty 3: Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus:** | **Actions:** | **Responsibility:** | **Timescales:** | **Outcomes:** |
| Ensure all school information is presented in a way that is accessible to all users. | Audit communication mechanisms and procedures.Ensure that staff know how to ensure that school information can and is presented in a way that is accessible to all users – consult and seek advice from external agencies to support and facilitate and specific requests or identified needs | Office Manager | Annual audits | Any gaps are identified and addressed in a timely manner. Appropriate use, when necessary, is made of any external support agencies to secure information or resources required to support information delivery. |

**Access Audit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area:** | **Description:** | **Action/Comments:** | **Responsible:** | **Timescales:** |
| Number of Floors | In the main building there are five different levels. There are two main levels with a lower level access to the gym and split level access to the library on the right hand side of the corridor and split level access to the cookery room on the left hand side. There is a further split level to the Art room.The school hall has two levels accessible by stairs or a lift.Pre-school is accessible through the hall using a set of six steps. Handrails have been lowered in line with recommendations. | Address accessibility difficulties re: library and Art room.Ensure that lifts are maintained and in good working order | Caretaker, Headteacher,  | Annual programme of maintenance agreed for lifts and regular service checks  |
| Corridors | The main corridors are on a level with no obstacles to wheelchair users, comprising double doors to allow access |  | Caretaker, Headteacher, SENDCO, Governors |  |
| Lifts | School has a lift in the main building to access the first floor. There are also 2 platform lifts located in the school hall and at the end of the KS1 corridor to access the level between the ground and first floor. All lifts are serviced regularly. |  | Caretaker, Headteacher, SENDCO, Governors |  |
| Parking Bays | There are 2 disabled bays at the front of school and one at the rear. In addition there is a drop off/pick up bay which can hold 4 cars at any time. The disabled bays are not kerbed. |  | Caretaker, Headteacher, SENDCO, Governors |  |
| Entrances | The main entrance doors are doubled doors. There is low level intercom. To exit the school there are push buttons which open both inner and outer doors. Each classroom has a single door to allow children to enter for the beginning of school, these doors are not powered assisted but are wide enough for wheelchair users. There is a double door which allows access to the dining hall for access into breakfast clubs. Pre-School has a wheelchair accessible entrance and double doors as does Reception class. There are 3 external entrances into the school grounds, all of which can be accessed by wheelchair users. All pathways and roads are cleared and gritted during winter periods. | Regular premises audit as part of RA to ensure that there isn't any potential hazards which could cause an obstruction. | Caretaker, Headteacher, SENDCO, Governors | Annual RA checks |
| Ramps | There are ramps from the path to the disabled parking baysThere is a ramp to access the main playground.There is a ramp to access the large field. | Consider possible adaptation of single steps from Y1/2 classrooms to outside area. | Caretaker, Headteacher, SENDCO, Governors |  |
| Toilets | There is a disabled toilet near the main entrance and a further disabled toilet in the Pre-School area. | Consider adaptation of other toilets in line with annual RA and needs analysis | Caretaker, Headteacher, SENDCO, Governors | As and when necessary |
| Internal signage | There are signs on the disabled toilets doors | No braille  | Caretaker, Headteacher, SENDCO, Governors | As and when necessary |
| Play areas / outdoor learning | Access to playgrounds and fields are accessible for wheelchair users, including outdoor play areas (e.g. early years) | Access to main playground and large field is via alternative exit using a ramp. | Caretaker, Headteacher, SENDCO, Governors | N/A |
| Emergency escape routes | All emergency escape routes are always clear and free from any obstacles, any magnet doors are released upon any activation of the fire alarm. There is an emergency voice call in the main lift. A evacuation chair is available in the event of a fire. | Routine maintenance checks to ensure good working order | CaretakerHeadteacher | Ongoing |