



# St Anthony's Catholic Primary School

## Accessibility Plan

May 2024

Person Responsible: Mrs Ruth Burden-Eastabrook (SENCO)

Review Date: May 2027

### Introduction

At St. Anthony's we are committed to increasing access to the school for students, staff, parents, governors and visitors. This accessibility plan has been written in accordance with its obligations under the Equality Act 2010 (the "Equality Act").

This accessibility plan is a plan for:

- a) Increasing the extent to which disabled students can participate in our school's curriculum
- b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school [but taking into account the permanent limitation due to the age, type and grade listing of the current school buildings]
- c) Improving the delivery to disabled students, within a reasonable time, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is readily accessible to students who are not disabled.

These three areas are addressed in the action plans outlined in Appendix A of this document.

### Compliance and review

The Accessibility Plan is reviewed by the school's leadership team on a regular basis as determined by the Governors.

### Key Objectives

The key objectives of the Accessibility Plan are:

- a) That no student or prospective student is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission and education.
- b) To make our schools more accessible (where practically possible within the constraints of the type of school building) to disabled students and staff, including those affected on a short-term basis – for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.
- c) To create a positive "can-do" ethos towards the issues faced by disabled students thus enabling them to take full advantage of the educational experiences offered.

### Statutory duty of the school

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan.



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## Definition of Disability

Disability is defined as follows by the Equality Act 2010:

“A person has a disability 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 carry out normal day to day activities.”

Some children defined as disabled, who for instance have arthritis, may not be defined as having special educational needs (SEN). A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them; that is, they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The Accessibility Plan addresses the needs of children with learning difficulties and disabilities.

## *Duties towards disabled students placed upon the school under the Equality Act 2010*

The school acknowledges the obligations under the Equality Act and as such:

- will not discriminate or victimise disabled pupils:
  - a) in the arrangements it makes for deciding who is offered admission as a pupil,
  - b) as to the terms on which it offers to admit the pupil or
  - c) by not admitting the pupil;
  - d) in the way it provides education for the pupil;
  - e) in the way it affords the pupil access to a benefit, facility or service;
  - f) by excluding the pupil from the school; and
  - g) by subjecting the pupil to any other detriment.
  
- will make all reasonable adjustments that may be required further to section 20 of the Equality Act.
  
- will publish the school's Accessibility Plan and ensure it is available in easy-to-read formats

This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

## Consultation

The school will ensure that they regularly, both formally and informally, consider that the delivery of the Accessibility Plan is determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents. It will do this by consulting with its stakeholders and appropriate professional organisations to ensure the Accessibility Plan and its objectives are reflective of what the school is required, both legally and morally, to provide for its students and staff.

Schools will do this through consultative mechanisms (such as formal and informal meetings, questionnaires etc) and discussions with:

- Governors through the LGB
- Parental consultation
- School Council
- SELCAT Executive Team
- Appropriate charities and disability representation groups
- Voluntary Groups
- Any other group or organisation the school feels it would be beneficial to consult with



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Following these discussions and consultations, the school will then review the Accessibility Plan to ensure that it reflects the views (where appropriate) and changes to procedures or policies are made (where appropriate).

## Aims of ensuring compliance of the Equality Act 2010

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the SEND Policy. The school's Accessibility Plan will contribute to the review and revision of related school policies.

## Reviewing, Monitoring and Evaluating the Plan

- a) Adequate resources will be allocated to enable implementation of the plan.
- b) The plan will be informed by feedback from parents, pupils and people with disabilities.
- c) The plan will be kept under review and revised as necessary. The Trust will achieve this through the challenge and support of each School's Local Governing Body.
- d) The plan will be widely published and will be in the application and admissions pack sent to all students and is available on request as well as appearing on the school website
- e) The plan will be subject to monitoring by OFSTED during inspections.

## Action Plans

We acknowledge that there will be a need for ongoing awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Teaching methods and techniques will also develop, which may create new challenges. Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support particular students with accessibility issues.



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## Appendix A – Action Plan

### *Improving Curriculum Access*

Target	Action needed	Leadership	Timescale	Outcome
All lessons cater to a variety of learning styles	Develop adapted learning strategies, incorporate assistive technology, and provide resources in multiple formats (audio, visual, text).	Headteacher, SENCO (Special Educational Needs Coordinator)	Ongoing	Increased pupil engagement & participation
Individual pupil needs are identified and supported	Conduct regular assessments, involve parents/carers, and develop Individual Education Plans (IEPs) for pupils with additional needs.	Teachers, SENCO	Ongoing	Improved learning outcomes for all pupils
Staff receive training on accessibility in the curriculum	Organise CPD on adaptation of the curriculum, assistive technology, and inclusive teaching practices.	SENCO	Throughout the year	Increased staff confidence and competence in supporting diverse learners

### *Improving the Delivery of Written Information*

Target	Action needed	Leadership	Timescale	Outcome
All written information is accessible	Offer documents in clear, concise language with appropriate font sizes and spacing. Utilise text-to-speech software, provide large print versions, and consider symbols/pictures for younger pupils.	SENCO	Ongoing	Increased understanding of information for all pupils
Communication with parents/carers is inclusive	Offer translated documents, use simple and direct language, and provide	Class teachers, SLT, admin staff	Ongoing	Improved communication and collaboration with families



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	alternative communication methods (phone calls, video conferencing).			
School website is accessible	Ensure website adheres to WCAG (Web Content Accessibility Guidelines) with screen reader compatibility, clear navigation, and alternative text for images.	IT Manager	Ongoing	Increased accessibility for website users with disabilities
Increase parental access to transition arrangements and online applications.	Family worker available to meet parents to assist with online applications eg. school admissions, FSM eligibility. Regular communications shared about support available.	Family Worker	Ongoing	School awarded funding for all pupils eligible for FSM. Parents make applications in suitable time frames.
Successful transition process to KS3 for children on SEND register	Liaison with parents and secondary schools via meetings, transition events and information sharing	SENCO	Ongoing	Parents/carers feel well supported through the KS3 transition process

## *Improving the physical environment*

Target	Action needed	Leadership	Timescale	Outcome
Buildings are accessible for all	Conduct a disability access audit and prioritise improvements like level access, ramped entrances, widened doorways, and accessible toilets.	Site Manager	Throughout the year	Improved physical access for all users



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Classrooms are adaptable for diverse needs	Provide flexible furniture arrangements, consider sensory considerations (lighting, noise), and ensure resources are accessible (low shelves, assistive technology).	Headteacher, SENCO	Ongoing	More inclusive and comfortable learning environments
Playground equipment caters to various abilities	Invest in inclusive playground equipment suitable for different physical needs and play styles.	Site Manager	Rolling program	Increased play opportunities for all pupils