

# Accessibility plan

## Keyham Barton Catholic Primary School



**Approved by:** Governors

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

*At Keyham Barton, inclusion underpins all that we do. We believe in the potential of every child and work hard to ensure no-one gets left behind, regardless of any starting point, disability, age, gender or status in life. Our first layer of support is the high quality teaching we deliver. Every child is expected to make progress and we adjust teaching methods to ensure that they do well. We also build in regular meetings between teachers and senior leadership to monitor progress and intervene with early intervention where required. This includes regular and rigorous monitoring of the progress made across the curriculum as well as elements of social and emotional wellbeing and mental health.*

*We also use whole school approaches, such as TraumaInformed UK and FRIENDS resilience in order to ensure our culture is one of acceptance and empathy. This will our high quality teaching, pastoral approach and high expectations for every child results in everyone doing achieving their full potential.*

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

*We work within guidance from Plymouth local authority, Plymouth Children’s Safeguarding Board, Plymouth CAST (the multi-academy trust to which we belong), and other schools within and outside of Plymouth, The Plymouth Excellence Cluter/Multi-Agency Support Team also support our children to access learning where there may be significant barriers to learning or engagement e.g. from the home, experiences or SEND.*

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors, children, staff and parents.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated, experiential curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>A sensory room and TEACHH space provides access to a low sensory environment.</i></p> <p><i>The Leuven Scale is used to measure and monitor our children's wellbeing and engagement in lessons.</i></p>	Monitor curriculum resources to check they include examples of people with disabilities.	Check resources – are these representative of people with a disability.	SB	Easter 2019	<ul style="list-style-type: none"> <li>Our resources will show examples of others with disability</li> </ul>

<p>Improve and maintain access to the physical environment</p>	<p><i>We are working to ensure the environment is adapted to the needs of pupils as required.</i></p> <p><i>This may include:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	<p>To ensure our environment meets the needs of children with sensory impairment.</p> <p>We are in the process of changing the lighting to blue lighting.</p> <p>A full audit of the physical environment</p>	<p>To provide an ambient environment through the installation of heat pumps. These are quieter than the current gas fed heaters and affect heat and cold supporting our children with sensory issues.</p> <p>To continually monitor the needs of each child, annually, in recognition that needs are likely to be different for different children</p> <p>Complete a accessibility audit alongside the Health and Safety review.</p>	<p>Headteacher and SLT</p> <p>All staff</p> <p>Headteacher and SLT</p> <p>Headteacher/</p>	<p>2020</p> <p>Termly</p> <p>By Summer 2019</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Visual Timetables</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>Explore the provision of induction loops (Y2)</p> <p>Ensure parents have access to information from a range of media</p>	<p>PSA to survey parental needs to ensure effective communication</p>	<p>Headteacher</p>	<p>By Summer 2019</p>	

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing board.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report and policy statement
- Administering Medicines Policy
- Equality and Diversity Policy
- Safeguarding and child protection policy
- Behaviour Policy
- Anti-Bullying Policy
- Exclusion Policy

## Appendix 1: Accessibility audit

We will explore accessibility of the building with Plymouth CAST to put a plan in place to achieve an inclusion building.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three storeys in both buildings			
Corridor access		Can fire doors be opened by someone in a wheelchair? Ramps	SE/CAST	
Lifts	There are no lifts at Keyham Barton			
Parking bays	N/A – Off road parking.			
Entrances	Ramps/door handles			
Ramps	In place at the gate	Explore access to Annexe Building Ground Floor	SE/CAST	
Toilets	We have toilets on the ground floor in both buildings.	Explore possibility of installing a disabled toilet	SE/CAST	
Reception area	Accessible –although narrow with	Talk to any wheelchair users through the office door.	SE/CAST	

	high 'window' to office			
Internal signage	At appropriate height for all users		SE/CAST	
Emergency escape routes	Accessible to all, except wheelchair users who would be placed in a ground floor classroom.		SE/CAST	