



'Whatever you do, do it for the glory of God.'

Accessibility Plan

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements.....	6
5. Links with other policies.....	6
Appendix 1: Accessibility audit	7

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. We are guided by nine principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and wellbeing.
- We observe good qualities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult and involve widely.
- Society as a whole should benefit.
- We base our policies and practices on sound evidence.
- Measurable objectives

More information regarding these principles can be found in the equality policy.

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.

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.

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.

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
Ensure appropriate access to the curriculum for pupils with a disability, including remote learning.	<p><i>St Simon's offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</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</i></p>	<p>Training to be offered for specific staff (including medical)</p> <p>Use of ICT equipment</p>	<p>Audit of CPD needed.</p> <p>Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.</p>	<p>Class teacher SENDCO</p> <p>Class teacher SENDCO</p>	<p>ongoing</p> <p>ongoing</p>	<p>Staff feel confident when working with all children</p> <p>ICT equipment being used in lessons effectively in termly lesson observations.</p> <p>Children with a disability have appropriate access to resources when learning remotely.</p>

Ratified by Resources committee on 16/11/21.
To be reviewed in Autumn 2024.

	<i>pupils.</i>					
Improve and maintain access to the physical environment	<p><i>The school environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Ramps</i> <i>Corridor width</i> <i>Disabled parking bay</i> <i>Disabled toilets and changing facilities</i> <p><i>Specific children have specific equipment and arrangements which have been implemented throughout the year.</i></p>	<p>Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.</p> <p>Ensure a safe thoroughfare from school gate to building.</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p> <p>Building plans to be considered proposed</p>	<p>Class teacher SENDCO</p> <p>Governors HT</p>	<p>From Sept 2021 and ongoing to July 2024</p> <p>ongoing</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p> <p>Access to school is safe and secure for all individuals.</p>
Ensure that the delivery of information to pupils with a disability is effective.	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>Weekly newsletter</i> <i>Emails</i> <i>Class & school dojo</i> 	<p>Consider type & method of communication with parents to ensure no difficulties are experienced in communication</p>	<p>Ensure parents are aware with google translate within the website, if appropriate.</p>	<p>Admin officer.</p>	<p>ongoing</p>	<p>All are able to access newsletters and the school prospectus and other forms of written communication.</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 governing board.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Medical conditions in schools policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey. Steps down to the Y1 classroom. Ramp available.	Access to building to be well maintained and easily accessible.	Caretaker SLT	Ongoing to 2021
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions.	Caretaker SLT	Ongoing to 2021
Lifts	No lift			
Parking bays	One disabled parking space at front of the school.	Bay to be kept free for parents at all times.	Caretaker SLT	Ongoing to 2021
Entrances	Newly replaced front door with sufficient space for wheelchair access.	Entrances to be tidy and free from obstructions.	Caretaker SLT	Ongoing to 2021
Ramps	Ramp available for access to classroom with steps.	Ramps to continue to be well maintained.	Caretaker SLT	Ongoing to 2021

Ratified by Resources committee on 16/11/21.
To be reviewed in Autumn 2024.

Toilets	Newly refurbished toilets with suitable disabled facilities.	Toilets to continue to be well maintained.	Caretaker SLT	Ongoing to 2021
Reception area	Sufficient space for wheelchair access	Reception to be tidy and clear from obstruction.	Caretaker SLT	Ongoing to 2021
Internal signage	Signage to identify toilets and fire exits throughout school.	Ensure all signs are designed and positioned to inform those with visual impairment and wheelchair users.	Caretaker SLT	Ongoing to 2021
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained	Caretaker SLT	Ongoing to 2021