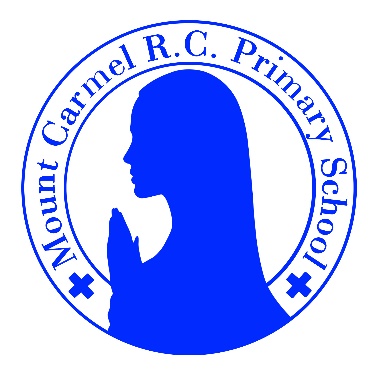
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| Author | D Watson |
| Date agreed by Governing Body | Oct 21 |
| Review Date | Oct 24 |
| CoG signature | C.Anderson |

Accessibility policy and Plan

2023-24



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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.

Mount Carmel R.C. Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, whenever possible, takes steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimize any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school life. The school is active in promoting positive attitudes in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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.

**2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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 | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the curriculum.  Curriculum resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs.  The curriculum is reviewed to ensure it meets the needs of all pupils. | Use of visuals to support learning.  Subject coordinators to assess their curriculum and check it is inclusive for children with a disability. | School established visuals that are going to be used.  Subject leaders to assess curriculum access for their subject area.   Advice from outside agencies to be implemented for individual children. | Overview-SENDCo  Class teachers on a daily basis | Autumn 2022 | Agreed visual resources are used consistently throughout the school.  Subject coordinators have made adaptions to the curriculum are they are responsible for to ensure they are accessible for all children. |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required.  This includes:   * Ramps * Corridor width * Disabled toilets and changing facilities * Library shelves at wheelchair-accessible height | All stairs (internal & external) to have painted yellow lines to show step edges.  Ensure hearing and visual environment in classroom is regularly monitored to support hearing and visually impaired children. | Steps to be painted.  Work with hearing impairment team from Lancasterian on assessing physical environment.  Working with visual impairment team from Lancasterian on assessing physical environment. | Site manager  SENDCo | On-going, review annually.  Buildings committee | Steps are clearly marked for all users.    School is accessible for visually impaired children.  School is accessible for children with hearing impairments. |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible.   * This includes: Internal signage * Large print resources * Pictorial or symbolic representations * Cream paper for visual needs * Use of IT, such as Splashtop | Letters to be made available in braille when required.  Information to be made available in audio format when required.  Resources, visuals and IT adaptations to be made accessible for children with visual impairment | Letters to be translated to braille if required.  Letters to be made available to audio format if required.  Liaison with Lancasterian outreach | SENDCo  Class teachers  Advice from Lancasterian | As required. | All letters are accessible in braille and in audio format when required.  Purchase of IT adaptations as necessary |

**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:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy