



Accessibility Plan Local to St. Felix RC Primary School

**Part of the Our Lady of Walsingham Catholic Multi
Academy Trust**

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Approved by the Committee/Governing body	<i>Full Governing Body</i>
Signature of Chair of Governors	<i>Wendy Lashmar</i>
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Mission Statement

“As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ’s teaching guides responsible attitudes towards each other and the wider world.”

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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

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Pupils are encouraged to become more responsible and effective Christians, both now and in adult life.

Our Aims are to:

- promote an environment in which everyone feels happy, safe and secure.
- allow everyone to work together in an effective and considerate way.
- define acceptable standards of behaviour.
- ensure consistency of response to both positive and negative behaviour.
- promote self-esteem, self-discipline and positive relationships.
- ensure that the school's expectations and strategies are widely known and understood.
- encourage the involvement of both home and school in the implementation of this 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 works alongside its partner schools in The Our Lady of Walsingham Catholic Academy Trust.

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 pupils, parents, staff and governors of the school.

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.

AIMS		
Increase access to the curriculum for pupils with a disability	Improve and maintain access to the physical environment	Improve the delivery of information to pupils with a disability
<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We use pupil passports and gather pupil and parent voice. The pupil passport supports children to express what their child's barriers are and this ensures that their accessibility requirements are understood.</p> <p>There is representation from children with SEND whenever pupil voice is gathered.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height.</p> <p>PEEPs (Personal Emergency Evacuation Plan) are provided where appropriate to ensure safe evacuation of all pupils and staff.</p> <p>Appropriate adaptive devices acquired as per</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Many TAs are Eiklan trained.</p> <p>Key staff are trained to deliver Lego Therapy and Drawing and Talking Therapy to promote communication through other means.</p> <p>Pupil plans are now co-produced with parents.</p>

<p>with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We seek advice from local agencies to promote curriculum access where the expertise in school is not present.</p> <p>TAs and LSAs are provided to help all children access the curriculum.</p> <p>Dyslexia Friendly Training Sessions.</p>	<p>pupil need.</p> <p>A range of equipment is available to develop mobility and gross motor skills.</p>	
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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 Resources Committee

5. Links with other policies

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

- Risk assessment policy;
- Health and safety policy;
- Equality policy;
- Special educational needs and disabilities (SEND) Information Report.

Appendix 1: Accessibility audit

Targets	Strategies	Timescale	Responsibility	Success criteria
Number of storeys = 1	No actions necessary	On going	All staff	N/A
To be aware of the access needs of disabled children, staff, governors, parents and carers	<p>To create access plans and risk assessments, if necessary, as part of the SEND support plans process.</p> <p>Ensure the school staff and governors are aware of access issues.</p> <p>Organise classrooms to promote the participation and independence of all pupils.</p>	Ongoing	All staff	<p>SEN IPP and risk assessments are in place.</p> <p>Staff are aware of the needs of the children and adults who they work with.</p> <p>Pupils can fully participate in the curriculum.</p>
Lifts	Nil	N/A	n/a	n/a
Parking bays	<p>Ensure parents and visitors who need to use this facility are aware of it.</p> <p>Monitor misuse and speak to the individuals</p>	<p>Ensure parents and visitors who need to use this facility are aware of it.</p> <p>Monitor misuse and speak to the individuals concerned</p>	Admin staff	Parking bay in main car park clearly identified

Ensure staff receive specific training on disability issues.	Identify training needs	Ongoing	HT/SLT/SENCO	Staff feel more confident and are aware of individual pupil's needs
Ensure disabled children can participate equally in lunchtime, after school activities and trips	Discuss with parent/carer children's needs and discuss with after school/ staff how to support	Ongoing	All staff	Disabled children feel included and able to participate fully in school life.