

St. Antony's Catholic Primary School



Accessibility Plan

Ethos

Our Catholic ethos is embedded in all aspects of school life as we place Christ central to all that we do and are influenced by the Core Christian Principles which underpin every policy and procedure which guide our day to day practice. Keeping our children safe at St Antony's is encapsulated in our Mission Statement and in our Philosophy and Overarching Aims for the school.

Our Mission Statement

At St. Antony's Catholic School we celebrate our special talents as children of God:

- 1. We try to be like Jesus and always keep Him in our hearts.***
- 2. We work together in our homes, school and parish to share our gifts and learn together.***
- 3. We understand that we are all different and we respect each other regardless.***
- 4. We look after our world so that we may share it together in peace***

***As by doing all these we ensure that we are all
'LEARNING TOGETHER IN GOD'S LOVE' each day***

Philosophy/Overarching Aim

As a school family our aim is to make a real difference in our children's lives. We believe that **Keeping Children Safe in Education** (KCSIE 2024) runs central to all the work that is done towards raising our children's overall educational progress and achievement. If a child is safe, valued, well cared for and protected from maltreatment and neglect; along with having their human rights secured then this constitutes fundamental actions towards improving their future quality of life and by extension that of their family. At St Antony's we are determined to ensure that all our children are not only safe in education, but we also aim to eradicate the impact and stigma of low expectations regarding education and achievement that is rife in the wider local community. We aim to do this by acknowledging and challenging the impact of disadvantage and discrimination in all forms that exist around the pupils under our care.

All schools and their staff inclusive of ours, form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals working in or with our school should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child. (Keeping Children Safe in Education – DfE, 2016)

1. Aims of the Accessibility Plan

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

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.



The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

St Antony's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

St Antony's Catholic Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan was created in response to the recommendations made in our school's last access audit which took place in July 2023 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils. Increased access to the curriculum, physical access to the school, and access to information are particular to pupils with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

-  Increase the extent to which disabled pupils can participate in the school curriculum
-  Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school



Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. The school curriculum is regularly reviewed by the Head teacher, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals.

This includes learning outside the classroom keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life. 2.

Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- Appropriate seating, acoustic conditioning and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Access to alternative or augmented forms of communication
- Provision of tactile and kinesthetic materials
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Regular and frequent access to specialist support

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

These may fall under the following headings:

The building and grounds:

- Audio-visual fire alarms
- Assistance with guiding

Teaching and learning:

- A piece of equipment
- Extra staff assistance
- An electronic or manual note-taking service
- Readers for pupils with visual impairments

Methods of communication:

- A piece of equipment
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Induction loop or infrared broadcast system
- Videophones
- Readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Signed by:

Head Teacher _____ Date: _____

SENCo _____ Date: _____

Governor _____ Date: _____

Priority Ratings

Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Where action is recommended within 12 - 24 months to improve access.

Priority D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS Budget costs have been included in the form of bands. N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

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.

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

We have included all key stakeholders of our school in the development of this accessibility plan, including our pupils, parents, staff, governors and trustees.

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 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](#), '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 pupil with disabilities faces in comparison with a pupil without disabilities. 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 as is required of all schools irrespective of classification: Academy, Maintained, Free School, Voluntary Aided, Special School and Pupil Referral Units.

Agreed by Governing Body: September 2024

Review date: September 2026

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities 	To ensure the physical environment caters for the needs of all stakeholders	Review current facilities	SLT Inclusion Lead Class Teachers	On-going	Price for training to be determined
		Emergency Gate	Establishing an Emergency Gate on our KS2 playground to accommodate emergency vehicles (Fire, ambulance etc.)	SLT Inclusion Lead Office Manager	Summer 2024	£3500.00
		Pedestrian entrance	To relocate the pedestrian entrance gate to the main school to make fully separate from the carpark entrance	SLT Inclusion Lead Office Manager	Summer 2024	
		Car Parking Disabled Parking Spaces	Well lit and good natural light surveillance To further improve access to secure parking for all members of staff	SLT Inclusion Lead Office Manager	Summer 2024	£3400.00
		Drainage and toilets	Decommissioning our old Victorian drainage and toilets	SLT Inclusion Lead Office Manager	Autumn 2024	£28608.00

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
		Paving school car park	Re-paving and up-grading the school's car park	SLT Inclusion Lead Office Manager	Summer 2024	£31200.00
		Drainage	Installing the new drainage & pipe work routes for new boys, girls & staff toilets – to be built in Phase 2.	SLT Inclusion Lead Office Manager	Summer 2024	
		Bicycle Racks	Installing New Bicycle Racks in the car park for adults who ride to school (pupils have their bike sheds/areas on both KS1 and 2	SLT Inclusion Lead Office Manager	Autumn 2024	£1450.00
		Lighting	Lighting is provided around the perimeter of the school building	SLT Inclusion Lead Office Manager	Autumn 2024	£1897.95
		Disable toilet and Medical Room	Installing a new Disable Toilet and Medical Room	SLT Inclusion Lead Office Manager	Autumn 2024	£8,800.00
		Decommissioning the old boiler and heating system	Decommission the old boiler and heating system	SLT Inclusion Lead Office Manager	Summer 2024	£854598.00 total cost Paid amount £662313.45
		Installation of new boiler system	Installing new boiler system with new radiators and heaters in all classrooms, offices & meeting rooms	SLT Inclusion Lead Office Manager	Summer 2024	Price to be determined

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
		Establishing new rooms	Establishing New Intervention/Teaching & Learning Rooms for pupils' in place of the decommissioned rooms	SLT Inclusion Lead Office Manager	Autumn 2024	£6900.00
		Creating a New Prayer Room	Creating a new Prayer Room/Mini-Chapel for RE as well as some small secure storage rooms for central resources	SLT Inclusion Lead Office Manager	Autumn 2024	Price to be determined

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
Improve the delivery of information to pupils with a disability	Our school offers an adaptive curriculum for all pupils: <ul style="list-style-type: none"> ✚ Visual Timetables ✚ Now and Next Board ✚ PECS ✚ Print Enrichment ✚ Toe by Toe ✚ Intensive Interaction 	To upskill all staff in the delivery of programs	Class Teachers SENCO SLT	T/A's	On-going	Price to be determined
	We use resources tailored to the needs of pupils who require additional support to access the curriculum		Class Teachers SENCO	Class Teachers SENCO T/A'	On-going	
	Curriculum resources include examples of people with disabilities	Resources from whole school training will be made available for everyone's use.	Class teachers	Class Teachers SENCO SLT	On-going	
	Curriculum progress is tracked for all pupils, including those with SEND		Class Teachers SENCO SLT	Class Teachers SENCO SLT	On-going	
	Targets are set effectively and are appropriate for pupils with additional needs		Class Teachers SENCO SLT	Class Teachers SENCO SLT	On-going	
	The curriculum is reviewed to make sure it meets the needs of all pupils		Class Teachers SENCO SLT		On-going	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
		Educational Mental Health Practitioner	Ms. Uhalde joined the school in Oct 2024 and will support the mental health and well-being of stakeholders in school	SENCO	Autumn 2024	LBN Partnership
		Resourcing New Intervention rooms	Purchasing of Mobile Flipchart Easel	Head Teacher	Autumn 2024	£85.00 each
		Update training for both DSL to occur	DSL's to attend training	Designated Safeguard Lead	Spring 2025	£90.00
		Fresh Aid Training Course	To refresh/update pediatric training in EYFS and EFAW	SENCO	Spring 2025	£160.00 each
		Dance Therapist	Therapist to join team	SENCO Head Teacher	Autumn 2024	Trainee