



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Accessibility Plan

Mission Statement

We value the uniqueness of every person in our Catholic Christian Community, realising that each individual is created in God's likeness. While striving for excellence we accept the children as they are and seek to teach them all the Gospel values with Jesus at the centre of all our lives.

Prayer frames each of our days and strengthens us to fulfil our purpose as educators. We acknowledge our parents/carers as the first educators and appreciate their support and involvement in school life. Daily we seek to provide opportunities and rich learning experiences to further the development of the whole child.

We celebrate the children's achievements, strive to realise their hopes, encourage them to reach their goals and dream of whom they may become.

This statement was approved:	February 2016
This statement will be reviewed:	February 2019
Governor committee responsibility:	Premises

At Ss John Fisher Catholic Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote a catholic ethos of care and trust where every member of our school community feels that they truly belong, are valued and created in God's likeness. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Wythenshawe Catholic Academy Trust and the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Ss John Fisher & Thomas More 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.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Ss John Fisher & Thomas More Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;



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- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Ss John Fisher & Thomas More Catholic Primary School Accessibility Plan relates to the key aspects of **physical environment, curriculum and written information**.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour & Discipline Policy
- Curriculum Policies
- Health & Safety Policy
- Raising Achievement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Premises Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____



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It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Special Educational Needs & Disability Coordinator**
- **School Business Manager**
- **Site Manager**

ACCESSIBILITY PLAN

An Access Audit was carried out by the HT and Site Manager in January 2016. A number of recommendations were made as follows:

Feature	Description	Actions to be taken	Person responsible	Date to complete
Dining Room	Fully accessible for all			
Classrooms	All doors are wide enough for wheelchair access.			
Steps	All marked with yellow strip	Re-paint in the summer holidays	DR	By Sept 2016
Corridors	Wide enough. Tables and chairs may cause tripping hazard and affect access.	Ensure all chairs are always tucked in and furniture is kept tidy and against the wall.	All staff	Ongoing
Ramps	Ramps in place for dining room, Romero centre, Primus Centre	To build a small ramp to the back of the hall door	DR	By Sept 2016
External Pathways	All pathways allow for complete access around the perimeter of the school	Potholes to be filled. Some areas to be re-surfaced	DR	By Sept 2016
Entrance Hall	Double doors. Sufficient space. All same level	Chairs / furniture to be re-organised if required	All staff	As required
Toilets	Disabled toilet in entrance hall. KS2 toilets re-furbished with disabled cubicle.	Romero & Primus Centres to be included disabled cubicles if buildings are refurbished through Academies Capital Funding programme	AHR	By Sept 2018
Internal signage / emergency escape routes	All signage up to date and clear. Emergency lighting is effective.			

ACCESSIBILITY PLAN

	Targets	Strategies	Outcomes	Timeframe	Date achieved
Improving access to the curriculum					
Short term	To plan the steps needed to make the curriculum and extra-curricular activities accessible to all pupils	<ul style="list-style-type: none"> Examine whether current curriculum plans & lunchtime and after school provision are inclusive of all pupils. Track progress of SEN pupils and identify any underachieving groups/ pupils To review SEND policy and draw a SEN provision map 	<p>Revisions made. Opportunities available to SEND pupils</p> <p>SEND pupils with make good progress from their starting points</p> <p>Revised policy / Provision Map in place by Sept 16 and updated annually</p>	<p>By July 2016</p> <p>Feb & June 2016</p> <p>By Sept 2016</p>	
Medium term	To plan and implement improvements and adaptations to the curriculum, increasing all pupils access to a range of resources.	<ul style="list-style-type: none"> To ensure all new developments comply with the equality act. Modification of accommodation to support SEND pupils particularly Social, emotional and behavioural needs Evaluate roles of TAs & support staff in providing for SEND pupils 	<p>Improved SEND facilities and wider access to ICT.</p> <p>Re - development of Romero Centre, Primus Centre</p> <p>Staffing re-structure</p>	<p>2016 -2017</p> <p>2016 – 2017</p> <p>From Sept 2016</p>	
Long Term	To ensure the school develops the staff & children's awareness of disability including a range of medical conditions.	<ul style="list-style-type: none"> Ensure there are learning resources that show positive examples of people with disabilities including visits to school (eg CitC disability awareness scheme etc) To increase staff awareness of disabilities 	<p>School provides relevant materials in a range of formats when required. Learning resources purchased and visits planned into curriculum</p> <p>Knowledge of SEND increased – ASD, dyslexia, hearing & visual impairments, asthma, diabetes etc</p>	<p>2016 -2018</p> <p>2016 - 2018</p>	

ACCESSIBILITY PLAN

	Targets	Strategies	Outcomes	Timeframe	Date achieved
Physical improvements to the environment					
Short term	To ensure any redecoration work / alterations are sympathetic to visually impaired and that the main building is fully accessible for all pupils	<ul style="list-style-type: none"> Advice taken re: lighting and colour schemes before decoration / alterations take place. 	School decorates in a way that is sympathetic to visually impaired (eg yellow strips on stairs, colour schemes etc0	As required	
Medium term	To refurbish Romero Centre ensuring modifications ensure greater access for all	<ul style="list-style-type: none"> To take advice from diocesan surveyors & MCC with reference to alterations to Romero Centre 	Romero Centre is suitable for all SEND pupils	2016 - 2017	
Long term	To refurbish Primus Centre ensuring modifications ensure greater access for all	<ul style="list-style-type: none"> To take advice from diocesan surveyors & MCC with reference to alterations to Primus Centre 	Primus Centre is suitable for all SEND pupils	2017 - 2018	
Improving provision of information					
As required	To consult with specialist staff (MCC) about the best way to make information to all pupils.	<p>Pupils with visual and hearing impairments are providing with the same information as others.</p> <p>IEPs in place</p> <p>Training and resources provided where necessary (eg through Lancasterian school) to Increase levels of awareness amongst staff responsible.</p>	All disabled pupils have receive all the information they required to fully participate in lessons	2016 onwards	