



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 Policy & Plan

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, 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.

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



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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;
- 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.



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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 Local Governing Body (LGB).

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

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**
- **Site Manager**

This statement was approved:	April 2019
This statement will be reviewed:	April 2022
Governor committee responsibility:	Local Governing Body

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An Access Audit was carried out by the Headteacher, a member of the LGB and the Site Manager in April 2019. 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	Consider seating arrangements for children with mobility issues – eg chairs for the ends of each long table.	DR / Senior Lunchtime staff	From April 2019
Classrooms	All doors are wide enough for wheelchair access.	Ensure that all classroom doors can remain open if required	DR / class teachers	From April 2019
Steps	All marked with yellow strip	All steps need to be repainted in the next cycle DR TO RE PAINT 2022	DR	By Sept 2019
Corridors	Wide enough. Tables and chairs may cause tripping hazard and affect access.	Consideration for re-location of the coats / table on the Reception corridor. Remove the shelves outside the Reception corridor. Monitor access to the Lower KS2 classrooms to ensure that furniture does not impede access. Not possible to move cloakrooms in Reception. Area is now more accessible.	All staff	Ongoing
Ramps	Ramps in place for dining room, Romero Centre (partially), Primus Centre	To build a small ramp to the back of the hall door Ramp to be added to the main entrance of the Romero Centre. Door at the back of the Romero Centre to be lowered to the same level as the ramp.	DR	Sept 2019 – April 2022
External Pathways	All pathways allow for complete access around the perimeter of the school	Some resurfacing still needs completing – blue area outside dining room / bin area Flagged area outside Primus Centre needs repairing. Nursery play areas all need re-surfacing Nursery path towards dining room needs re-surfacing Pathways near dining room and Reception classes need widening.	DR	By Sept 2019 – April 2022

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Entrance Hall	Double doors. Sufficient space. All same level	To install power assisted front door SIGNIFICANT COST ISSUE	DR	By April 2022
Toilets	Disabled toilet in entrance hall. KS2 toilets re-furbished with disabled cubicle.	Disabled toilet in the entrance hall needs refurbishing. KS2 disabled cubicle needs a rail adding to it. Consider making KS2 disabled toilet accessible for adults & children Ramps added to external KS2 toilet doors	DR	By Sept 2020
Internal signage / lighting / emergency escape routes	All signage up to date and clear. Emergency lighting is effective. Fire doors on KS1 corridors are heavy to push	Ensure all emergency lighting is checked and maintained every 6 months. Ensure all lighting is replaces routinely on corridors & in classrooms. Room light sensors to be fitted in communal areas. KS1 doors to stay open. Door holders to be fitted which will release when fire alarm sounds on KS1 corridor.	DR DR DR	6 monthly periods From Sept 2019 By Sept 2021

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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 be completed by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</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 resources include examples of people with disabilities.</i></p>	<p>Review learning needs of all children and in particular those with a specific learning need</p> <p>Ensure adequate resources are available to meet individual needs</p> <p>Ensure curriculum resources include people with disabilities</p>	<p>Needs identified through termly Pupil Progress meetings & SEND Reviews</p> <p>Ensure that all areas of the school are fully accessible for pupils with mobility issues eg Romero Centre (see access audit)</p> <p>Audit of books in library/reading scheme</p>	<p>PA</p> <p>PA VD / CS / TS</p> <p>PA /DH / CS / NE</p>	<p>Ongoing</p> <p>Termly review in Pupil Progress meetings</p> <p>By Sept 2020</p>	<p>All staff fully aware of individual children and their progress</p> <p>Children are able to access the curriculum by use of differentiated learning resources</p> <p>Library promotes inclusion through a range of resources</p>

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	<p>Curriculum progress is tracked for all pupils, including those 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>Staff complete a variety of training in order to support pupils with disabilities eg diabetes, nut allergies, asthma etc.</p>	<p>All pupils with a disability are making good progress from their starting points</p> <p>SENDCO to organise Staff training programme</p>	<p>Progress tracked through PP meetings, IEP review cycle & the SEND tracker</p> <p>Curriculum review to take place in Summer 2019</p> <p>Training to be regularly updated in accordance with the needs of the pupils</p>	<p>SLT / PA</p> <p>SLT / PA</p> <p>PA</p>	<p>From Sept 2019</p> <p>From Autumn 2019</p>	<p>New curriculum in place clearly stating intent, implementation and impact</p> <p>Training completed. School nurse to regularly update staff training</p>
<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Classrooms - Entrance & exits - Ramps - Corridors 	<p>Classrooms, corridors and halls to be accessible to wheelchair users</p> <p>Ramps ongoing</p>	<p>All actions to be taken are included on page 4-5 – Access Audit</p>	<p>DR</p> <p>DR</p>	<p>By Sept 2021</p> <p>By Sept 2021</p>	<p>All work is complete and that all areas of the school are accessible</p> <p>All areas of school are well lit and all</p>

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	<ul style="list-style-type: none"> - External pathways - Lighting - Dining Room 	<p>Lighting in all areas is suitable for all stakeholders</p> <p>Movement around the building including entrances and exits is not restricted.</p>		DR	By Sept 2022	<p>work is complete</p> <p>All ramps are fitted and doors adjusted.</p> <p>Pathways have been re-surfaced and widened.</p>
<p>Improve the delivery of information to pupils with a disability</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>Pupils & parents/ carers with visual and hearing impairments are provided with the same information as others</p> <p>IEPs in place</p>	<p>IEPs are in place and reviewed termly</p> <p>Training and resources are provided where necessary (eg through Lancasterian school)</p> <p>Increase levels of awareness amongst all staff</p>	PA	Ongoing As required	<p>All disabled pupils receive all the information they require to fully participate in lessons.</p> <p>Parents / carers will be able to access all school information in a format appropriate to their needs.</p>

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