



St. Patrick's Catholic Primary School

Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery of information to disabled pupils;
- d) 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 School's Context

St Patrick's Catholic Primary school is a mainstream school for children aged 4 years to 11 years old. The school comprises of one school building. There is disability access for all classrooms and main areas of the school. At the rear of the school, the entrance has a ramp for wheelchair access. There is a toilet for disabled access and a medical bed which can be used for personal care. This toilet also has an emergency cord and handrail.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED



Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have accessible doors. The main entrance and the lobby are fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where P.E. is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.



St. Patrick's Catholic Primary School

Compliance with the Equality Act

Target	Strategy/Action	Lead	Timescale	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents/ carers</p>	<ul style="list-style-type: none"> o Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and 'access from') o Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process, when required o Ensure staff and governors can access areas of the school used for meetings o Annual reminder to parents and carers through our newsletter to let us know if they have problems with access to areas of school o Ensure a Personal Emergency Evacuation Plan is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. 	<p>HT/DHT (SENDCo)</p>	<p>As required</p>	<ul style="list-style-type: none"> o SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. o All staff and governors are confident that their needs are being met. o This will be continuously monitored to ensure any new needs arising are met. o Parents have full access to all areas of school, when required o Personal Emergency Evacuation Plans are prepared and reviewed as individual needs change.
<p>To maintain safety for visually impaired people.</p>	<ul style="list-style-type: none"> o Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges o Check exterior lighting is working on a regular basis o Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate o Check flashing beacons that signal fire alarm activation regularly. 	<p>HT/DHT (SENDCo)</p> <p>Site Manager</p>	<p>Termly and as new children/staff join the school throughout the year.</p>	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges and flashing beacons to be monitored as needed throughout the school year.</p>



Improve educational experiences for hearing impaired pupils	Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team	HT/DHT (SENDCo)	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc., more easily seen and learning experiences of pupils enhanced.
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	HT/DHT (SENDCo) All staff	Daily	All disabled staff and pupils have safe exits from school.
Accessible car parking	<ul style="list-style-type: none"> o Disabled members of staff and visitors have a place to park in the staff car park at the rear of the school o The ramp into the school is clear and fit for purpose. 	HT/DHT (SENDCo) Site Manager	Daily	There is a place for disabled members of staff and visitors to park throughout the school day.
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests	SENDCo	On-going	Needs of all learners met enabling positive outcomes.
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> o Ensure venues and means of transport are vetted for suitability o Develop guidance on making trips accessible 	HT/DHT (SENDCo)	On-going	All pupils are able to access all school trips and take part in a range of activities.



Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports and ensure the curriculum is accessible to disabled pupil.	P.E. Subject Lead	Annually	All pupils have access to PE and are able to excel, for example via support from an adult.
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> o Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school o Ensure there is a way of getting children with mobility issues/ wheelchairs to the hall, where sports clubs usually take place – including leaving school via the playground gates instead of the main front door. 	HT/DHT (SENDCo)	As required	Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	SENDCo	On-going	Raised confidence of support staff
Ensure disabled children can move from classrooms to the hall	Make sure the corridor leading up to the hall is clear of obstructions. Report any obstructions to the Site Manager.	All staff	On-going	Disabled children can get to the hall from the classrooms