

# **St. Mary's Catholic Primary School**

## **Accessibility Action Plan 2020-2023**

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### **1. Aims**

Our school mission statement aims to value and enable children to grow in confidence. This involves providing a safe environment in which each individual is encouraged to develop and reach high levels of creativity and academic achievement. We aim to provide access and opportunities for all pupils and staff without discrimination of any kind.

The plan is 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 supports any available partnerships to develop and implement the plan.

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.

At St. Mary's Primary School, we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

We 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- Improving curriculum access
- 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

### **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 every 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 and staff with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil or staff member face in

comparison with non-disabled. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our School governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

### **3. Links with other policies**

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

- RE policy
- RSE policy
- Equality policy and action plan
- Health and safety policy
- Special educational needs (SEN) policy
- Administration of medicines
- Anti-bullying policy
- Behaviour policy
- Child protection and safeguarding policy
- PHSE and citizenship policy

### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Owner of policy: Janet McKinlay

Date: January 2023

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