



ST CHARLES'
CATHOLIC PRIMARY
SCHOOL

ACCESSIBILITY
POLICY AND PLAN

<u>ACCESSIBILITY POLICY</u>		
<u>AGREED: OCTOBER 2017</u>	<u>REVIEWED: OCTOBER 2019</u>	<u>NEXT REVIEW: OCTOBER 2020</u>

Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

St Charles' Catholic Primary School **Accessibility Policy and Plan**

Legislative Context

This plan is constructed in compliance with:

[Equality Act 2010: Schedule 10, Paragraph 3](#)

[Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005.](#)

and advice provide in Accessible Schools: Summary Guidance June 2002.

Purpose

This plan should also be seen in relation to the following school documents:

Equality Policy

SEND Policy

SEND Report

Supporting Pupils in school with Medical Conditions Policy and Procedures.

The plan covers the following three key areas:

- **Access to the curriculum**- increasing the extent to which disabled pupils can access the curriculum.
- **Access to the school environment**- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school.
- **Access to information**- improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

The plan outlines short – medium- long term targets covering the period 2017 to 2020.

A series of actions have been proposed to improve access, these have clear success criteria, person(s) responsible, possible resource implications and monitoring and review dates.

Accessibility Plan 2017 -2020

Area 1 Accessing The Curriculum						
Timescale	Action	Person(s) Responsible	Success Criteria	Resource Information	Monitoring and Review	Notes
<u>Short Term</u> Completion: March 2018.	To ensure all written materials are available for any V.I pupils.	SENCO.	All V.I pupils have appropriately large print materials for all subjects.	Printing costs £200.	Monitoring: July 2017. December 2017. Completed: March 2018.	To ensure all relevant staff are aware of any V.I pupils and able to prepare materials.
<u>Medium Term</u> Completion: March 2019.	Implement specialist training programme for teacher of pupils with Dyslexia.	SENCO and Outreach Providers.	All pupils identified with specific difficulty and supported by high quality initial teaching.	Cost of training £850.	Monitoring: July 2018. December 2018. Completion: March 2019.	Note use of overlays. Specialist spectacles, specific learning strategies. Pupil surveys to be used to facilitate monitoring of impact.
<u>Long Term</u> Completion: March 2020.	Development of curriculum model to facilitate		A fully appropriate curriculum accessible to all –	Adjusted staffing cost. Research.	Progress Plan Monitored: July 2019.	Need to identify multi skilled staff.

	increased access by pupils in order to not disadvantage any pupil with ASD.		with high quality progress and outcomes. Improved attendance.	Training and then implementation.	December 2019. Completion: March 2020.	
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Accessibility Plan 2017 -2020

Area 2 Physical Environment						
Timescale	Action	Person(s) Responsible	Success Criteria	Resource Information	Monitoring and Review	Notes
<u>Short Term</u> Completion: March 2017.	Audit site to ensure wheelchair access, vision strips on steps. Door signs made clear for all.	Head Teacher and Site Manager.	Full audit completed and logged. Adjustments made to provide vision strips. All doors clearly signed.	Cost of vision strips signs Approx. £250.	Monitoring: July 2017. December 2017. Completed: March 2018.	Check against Health and Safety Policy.
<u>Medium Term</u> To be fully in place and compliant by March 2019.	Full school signage system (INC Braille) All display and signs set at appropriate heights. All signs conform to Health and Safety regulations.	Head Teacher and Site Manager.	All signage in place. Full display meeting guidance re height, colour, size of font.	Cost of signs to be confirmed.	Monitoring: July 2018. December 2018. Completion: March 2019.	Notes – visit other schools to gather information.
<u>Long Term</u> By Academic Year 2019/20.	To liaise with Parish Priest re replacement of current mini-bus.		Any wheelchair bound pupil able to access school trips and extra curricula activities.	Cost of one minibus.	Monitor: use of current buses. July 2019. December 2019. Completion: March 2020.	To liaise with Chatham Nursery School re shared use of their minibus.

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Area 3 Access to Information						
Timescale	Action	Person(s) Responsible	Success Criteria	Resource Information	Monitoring and Review	Notes
<u>Short Term</u> Completion: March 2018.	To ensure website is fully compliant with 2010 Equality Act. Text explanation of photos. Appropriate use of colour video, audio. Translation button. Full search facilities.	Deputy Head Teacher supported by Computing SL and SENCO.	Website seen as an example to others. Fully accessible and compliant.	Appropriate software.	Monitoring: July 2017. December 2017. (Expert analysis) Completed March 2018	Seek advice from appropriate agencies. Research other sites.
<u>Medium Term</u> Completion: March 2019.	To undertake a full review of all methods of communication to parents, pupils and other agencies. To include letters, social networking and website, to ensure pupils with disability are not disadvantaged.	SENCO.	Improvements in the quality, consistency and accessibility of all forms of communication with pupils, parents and other agencies. Feedback from those in receipt of communication.	Staff time. New software.	Monitor and canvas views: July 2018. December 2018. Completion: March 2019.	Ensure a corporate approach – eliminating any access issues.

<p><u>Long Term</u> Completion: March 2020.</p>	<p>To identify barriers to use of ICT communication. To implement training for pupils, staff and parents on effective use of ICT with focus on issues for those with disability.</p>	<p>Computing SL SENCO.</p>	<p>Improved access to all aspects of school information – timely, appropriate formats. Flexible to ensure full access for disabled.</p>	<p>Training time for staff and parents.</p>	<p>Gather views: July 2019. September 2019. Completion: by external experts March 2020.</p>	<p>Seek out best practice. Look to likely future methods of effective communication.</p>
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