Accessibility Plan

2022-2026



St Laurence’s Catholic Primary School

**Introduction**

At St Laurence’s Catholic Primary School, pupil achievement is celebrated in a pupil-centred teaching and learning environment. Our school aims to treat all its pupils fairly and with respect.

This involves providing access and opportunities for all pupils without discrimination of any kind. Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or

learning difficulty.

This accessibility plan focuses on a wide range of disability associated with pupils with learning difficulties.

At St Laurence’s Catholic Primary School the Plan will be monitored and reviewed by the Head Teacher and the school SENDCo and evaluated by the relevant Governors’ committee.

Additionally, where disabled pupils are placed at a substantial disadvantage,

schools must consider whether any reasonable adjustment can be made to

overcome that disadvantage. This must be done within a reasonable time and in

ways which are determined after taking account of the pupil’s disabilities and

any preferences expressed by them or their parents.

The school provides all pupils with a broad and balanced curriculum,

differentiated and adjusted to meet the needs of individual pupils and their

preferred learning styles; and endorses the key principles in the National

Curriculum 2014 framework, which underpin the development of a more inclusive

curriculum:

- Setting suitable learning challenges.

- Responding to pupils’ diverse learning needs.

- Overcoming potential barriers to learning and assessment for individuals and

groups of pupils.

The plan will be made 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. 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.

**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 day to 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 with

disabilities under the Equality Act 2010, to alleviate any substantial

disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

This can include, for example, the provision of an auxiliary aid or adjustments to

premises.

**Aims**

Schools 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

• 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 to disabled pupils.

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| **Aim** | **Actions to be taken** | **Procedures** | **Outcomes** |
| All pupils should have full access to a broad, balanced, relevant and differentiated national Curriculum | Ensure all teaching staff provide effective,differentiated learning opportunities forpupils.Staff to engage in CPD.Subject leads to monitor SEN support, learning and progress.OngoingTeaching staff to plan use of ASC /ADHD friendlymultisensory strategies in lessons.Ongoing | Ensure that all lessons are differentiated sufficiently to allow for full access by all pupils.Monitoring of subjects by subject leads. | The workforce is skilled tomeet the needs of all thepupils in school and increasetheir access to thecurriculum through skilledteaching and learningopportunities and the abilityto foster behaviour for learning. |
| Improve and maintainaccess to the physicalenvironment. | Work closely with Site Manager.Work closely with outside agencies, occupational therapy.No physical access or actions at present. | Carry out regular audits of school premises.Adaptations to be put in place to allow access for pupils, visitors and staff. | The school environment willbe more suited to meet theneeds of our pupils. |
| Improve the delivery ofwritten and spoken information topupils and parents. | To ensure pupils, parents/carers andvisitors with visual or hearing disabilityhave equal opportunity to accessinformation from school.To continue using twitter feeds and the school app.To continue using the school website.Ongoing | Seek advice for adapting communications within school.Classes to update the website regularly to informparents on key information | Use the parent app and twitterto inform parents on keyinformation. |

**Monitoring arrangements**

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

It will be approved by the Head Teacher and Governing Board.

**Links with other policies**

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

* Equality Scheme
* Special educational needs (SEN) information report and SEN Policy
* Supporting pupils with medical conditions policy