

Pope Paul Catholic Primary School

'Learning in the Light of Christ'



Mission Prayer

We believe that we are all God's work of art.

We strive to respect and care for each other
and to use our talents to do our best to build a better world.

By doing this, we are:

'Learning in the Light of Christ.'

Amen.

ACCESSIBILITY POLICY

February 2024

Pope Paul Catholic School



'Learning in the Light of Christ'

Validation Grid

Title	Accessibility policy
Author	
Associate Author/s	
Target Audience	All stakeholders
Stake holders consulted	All staff and Governors
Curriculum / non curricular	Non curricular
Associated Policies / Documents	○ Risk Assessment policy ○ Equal opportunities policy ○ SEN policy and information report ○ Supporting pupils with medical conditions policy ○ Health and Safety policy ○ General Data Protection Regulations policy
New Policy or Review of existing policy.	This document will be reviewed every 3 years, but maybe reviewed and updated more frequently if necessary.
Date of Submission	February 2024
Date for Review	February 2027
Date ratified by Governors	January 2024

Signed E Heymoz

Date _____ (Head Teacher)

Signed C Strange

Date _____ (Chair of Governors)

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

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.

At Pope Paul Catholic School, we are called to work together for the ‘Common Good’ and act in a way that encourages ‘human flourishing.’ It is in this context that we place our commitment to promoting equality and celebrating and valuing diversity in the school and in the wider community. It is also our belief that such a commitment is needed to ensure our pupils are prepared to take their place as good citizens in an increasingly diverse society.

The governing body of Pope Paul Catholic School are actively working to achieve fairness, accessibility to facilities and equality for all users of the school site.

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.

The school supports any available partnerships to develop and implement the plan. We work closely within the SEND local offers provided by Hertfordshire.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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

<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

and the Department for Education (DfE) guidance for schools on the Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Accessibility Provision

The information below sets out the details of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice
Increase access to the curriculum for pupils with a disability	• We offer a differentiated curriculum for all pupils. Regular reviews are carried out termly to ensure we are meeting pupil's needs. • We use resources tailored to the needs of pupils who require support to access the curriculum. Provision maps / care plan/ pupil profiles support meeting the needs for pupils with additional needs. Provision maps / care plans show access arrangements and advice / strategies from outside agencies. • Advice from outside agencies is incorporated into provision maps. • Individualised learning programmes show progress in review meetings. • Access to enhanced opportunities is available to all pupils. • Individualised teaching and learning includes personalized curriculum / timetables and 1-1 SEN TA support where there is significant identified and diagnosed need and to access the wider curriculum of the school such as participation in after school clubs, school visits. • Regular reviews carried out termly to ensure pupil's needs are being met. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils.
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays

environment	• Disabled toilets and changing facilities • Any new building work considers accessibility and conforms to the relevant guidelines. • Providing a safe room/space This may include an investigation in to providing a lift to access the first floor classrooms and providing additional ramps. Costings may be obtained but may be prohibitive.
Improve the delivery of information to pupils with a disability	• School making itself aware of the services available through HFL for converting written information into alternative formats, such as information in: simple language, symbols and larger print for prospective pupils who may have difficulty with standard forms of printed information.

