

Accessibility Plan (May 2017 to May 2020)

St. Ann's RC Primary

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our Mission Statement by:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical school environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors.

We recognise the need to provide adequate resources for implementing plans and will review annually in respect of progress and outcomes.

Definition of Disability

The definition of disability under the law is a wide one. A disabled person is someone who has a *Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Access for children with SEN and/ Disabilities

a. Access to the school curriculum

All children have access to all of the curriculum subjects. We strive to overcome barriers to learning through:

- Differentiation of teaching and learning to match the needs of the children;
- Access to resources to support learning;
- Use of ICT and specialist equipment to support learning;
- Additional support for groups and individual children in lessons;
- Intervention groups and individual support outside the classroom;
- Behaviour support interventions

We aim for all children, where possible, to be involved in the wider life of school. We make reasonable arrangements so that extra-curricular activities are adapted for children with SEND on an individual needs basis. Risk assessments are carried out prior to off-site activities to ensure that no-one's health and safety is compromised, and parents are kept fully informed. Wider curricular activities include:

- Access to homework;
- School visits and trips;

- School clubs;
- School masses;
- Extended provision e.g. breakfast club and after-school club
- School productions

b. Access to the school environment

We make reasonable adjustments so that the school building and grounds are accessible to individual pupils with special educational needs and disabilities (SEND). We work alongside Trafford SEN Advisory Service (SENAS), Trafford Occupational Therapists and Physiotherapists and Trafford Sensory Impairment Support Service (TSISS) to make sure that we are meeting children's needs. We are always striving to make our school more accessible for children with SEND.

c. Access to information

We want to make sure that information is accessible to pupils with SEND, staff, parents and visitors.

Associated Policies and Plans

This plan should be read in conjunction with the following school policies, strategies and documents:

School Mission Statement
 Equality Duty evidence including Equality Objectives
 Special Educational Needs Policy
 SEND Information Report
 Curriculum Policy
 School Evaluation and Development Plans
 Behaviour Management Policy
 Asset Management Plan
 Health and Safety Policy

Development and Publication

This plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and, where possible, the wider community. The plan will be available on the school website and in hardcopy on request.

Monitoring and Review

The plan will be monitored through the Governing Body and may be monitored by Ofsted during inspection processes. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be reported on annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date.

Approved:

Date:

Review Date: