



## Larmenier & Sacred Heart Catholic Primary School Accessibility plan 2021-2024

### Section 1: Vision and Aims

At Larmenier & Sacred Heart Catholic Primary School, we recognise that all learners are unique, created in God's image and of equal value. The school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The plan is available on the school website, and paper copies are available upon request.

### Section 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 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.

### Section 3: Action Plan

This action plan sets out the aims of the school's accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>All pupils are provided with a broad and balanced curriculum.</p> <p>Provision includes:</p> <ul style="list-style-type: none"> <li>- flexible teaching arrangements and a differentiated curriculum for all pupils.</li> <li>- resources that are tailored to the needs of pupils who require support to access the curriculum. For example:               <ul style="list-style-type: none"> <li>o <i>visualisers / iPads to access the class interactive whiteboard</i></li> <li>o <i>microphone worn by teacher</i></li> <li>o <i>use of adapted implements, e.g. pencils, scissors, cutlery</i></li> <li>o <i>sensory breaks and equipment</i></li> <li>o <i>adult support as appropriate.</i></li> </ul> </li> <li>- curriculum progress being tracked for all pupils, including those with a disability.</li> <li>- learning targets being set effectively and appropriately for pupils with additional needs.</li> <li>- regular curriculum review to ensure it meets the needs of all pupils.</li> </ul>	<p>Continue to maintain and build upon current best practice.</p> <p>Ensure staff are confident in meeting the needs of children with SEND.</p> <p>Ensure representation of disability is included as part of curriculum resourcing.</p>	<p>Share good practice across the school and keep abreast of developments in SEND provision.</p> <p>Targeted and whole staff training provided, as appropriate</p> <p>Audit of current curriculum resources and research in to available additions.</p>	<p>SENCo Headteacher</p> <p>Subject Leaders</p>	<p>November 2021 and ongoing.</p> <p>September 2022.</p>	<p>All pupils including those with SEND have access to a broad and balanced curriculum.</p> <p>Staff are confident in meeting the needs of all learners.</p> <p>Increased representation of disability demonstrated in curriculum resources.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The school was designed and built to fulfil the accessibility requirements of the Disability Discrimination Act 1995.</p> <p>Provision includes;</p> <ul style="list-style-type: none"> <li>- <i>lift with low level control</i></li> <li>- <i>disabled toilets</i></li> <li>- <i>hand rails on stairs</i></li> <li>- <i>child height handles on doors</i></li> <li>- <i>induction loop</i></li> <li>- <i>wide doorways</i></li> <li>- <i>clear signage</i></li> <li>- <i>fully accessible outdoor/indoor space</i></li> <li>- <i>ramp to access the St Francis Room</i></li> <li>- <i>disabled parking bays (to be made available as required)</i></li> <li>- <i>adequate lighting in all areas of the school.</i></li> </ul>	<p>Maintain indoor and outdoor environment to a good standard.</p> <p>Ensure furniture and resources are optimally organised to promote the participation and independence of all pupils.</p>	<p>Complete termly risk assessments of the indoor and outdoor environment.</p>	<p>Site Manager School Business Manager (SBM)</p> <p>Headteacher</p> <p>SENCo</p> <p>All staff</p>	<p>November 2021 and ongoing.</p>	<p>All areas of the building are easily accessible to pupils.</p>
<p>Improve the delivery of written information to pupils with a disability</p>	<p>The school building has clear signage throughout.</p> <p>The school has 'communication friendly classrooms' including visual timetables and visuals used to support learning.</p> <p>Individual SEND pupils, with a diagnosed sight impairment, have iPads which link with the class interactive whiteboard and have a Kindle app to ensure that written content can be enlarged. Worksheets are enlarged or adapted appropriately.</p>	<p>Ensure signage on school building site is well maintained and clear.</p> <p>Continue to maintain and build on current good practice in classrooms.</p> <p>Ensure staff are confident in meeting the needs of children with visual impairment.</p>	<p>Provide training to new staff in 'communication friendly classrooms'</p> <p>Plan technology-based CPD for staff working with pupils with visual impairment needs.</p>	<p>Site Manager SBM</p> <p>Teachers</p> <p>SENCo</p>	<p>November 2021 and ongoing.</p>	<p>All pupils can access all written information displayed in school.</p> <p>Curriculum written resources are accessible to all pupils.</p>

## Section 4: Access Audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Two floors. Stairs to upper floors are kept clean, tidy and clear of obstruction at all times. Steps clearly marked with dark edges.	Maintain and ensure access.	Site Manager SBM Headteacher	Ongoing
Corridor access	All corridors are wide to enable wheelchair access. Doors are able to be opened fully. Corridors are kept clear of obstacles.	Maintain and ensure access.	Site Manager SBM	Ongoing
Lift	One lift with low level controls. Service level agreement in place for maintenance.	Review service annually.	Site Manager SBM	Ongoing
Parking bays	Two disabled parking bays clearly marked.	Ensure bays are made available when required.	Site Manager SBM SLT	Ongoing
Entrances	Automatic doors at entrance and enclosed lobby. Service level agreement in place for maintenance.	Review service annually.	Site Manager SBM	Ongoing
Ramps	Ramp to St Francis room.	Maintain in bad weather.	Site Manager SBM	Ongoing
Toilets	Four disabled toilets – one on the first floor, two on the ground floor and one in the Curve.	Maintain signage and facilities.	Site Manager SBM	Ongoing
Reception area	Fully accessible to wheelchair users. Contains loop system for hearing impairment.	Maintain and ensure access. Ensure loop system is fully functional.	Site Manager SBM Receptionist	Ongoing

Internal signage	All signage in place, clearly displayed and well maintained.	None required	Site Manager SBM	Ongoing
Emergency escape routes	Fire evacuation plans and procedures in place. Fire extinguishers in place. Signage prominent. Fire routes are signposted and escape routes are clear of obstacles. Service level agreement in place for fire extinguishers. Fire refuge point on the first floor for wheelchair users (Year 6 staircase).. Personal Emergency Evacuation Plans (PEEPs) completed for individual pupils.	Ensure weekly testing of system and annual maintenance of equipment. Ensure all escape routes remain obstacle free. Ensure refuge point remains obstacle free.  Update PEEPs annually.	Site Manager SBM Headteacher   SENCo	Ongoing

### Section 5: 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 Headteacher.