

Accessibility Plan

St George and St Martin Catholic Academy

Link to School Aims

The mission statement for St George and St Martin Catholic Academy is:

‘Growing, Learning, Loving in Christ; United in Play, Prayer and Peace’

To this end the Academy committee and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools’ services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Academy committee of St George and St Martin Catholic Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that St George and St Martin Catholic Academy continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. Improve the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

St George and St Martin Catholic Academy follows guidance from the Equality Act 2010 which states:

“The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.”

Furthermore;

“They must not discriminate and they must make reasonable adjustments for disabled children and young people.”

To ensure that the Equality Act 2010 is implemented across the Academy all policies refer to the above statements.

Involvement of disabled people in developing a Disability Equality Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to form the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through the Academy committee. The plan will be fully revised every three years.

1. Increasing the extent to which disabled pupils can participate in the school curriculum

Target	Strategy/Action	Timeframe	Resources	Person responsible	Outcome
To improve staff awareness of disability	Staff meeting to audit and train staff of disability and the Equality Act 2010	Annual	Audit Staff time Training materials	SENCO	Staff to have confidence in supporting children with a disability and to make reasonable adjustments where necessary and automatically
To increase awareness of the difficulties that pupils with disabilities experience	Hold a disability awareness week. Involve special schools to help promote this. Involve parents	Annual	Contact with special schools, contact with SEND team	SENCO	For the culture of the school to be more considerate of the needs of pupils with disabilities and the difficulties that they may

					encounter on a daily basis. For people to be able to support in order for pupil participation
Greater awareness and confidence in supporting pupils with disabilities in their learning	Make links to outreach support if required. Training on differentiation.	Annual	Outreach support where necessary. Training to be accessed.	SENCO	Staff are able to differentiate the curriculum for pupils with disabilities in order to meet the requirements of their needs. Increase to the access of the curriculum.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD.	As required	Staff meeting time Support staff time	SENCO	Raised confidence of support staff
All educational visits to be accessible to all	Develop guidance for staff on making trips. accessible. Ensure each new venue is vetted. Risk assessments carried out for individual children as required.	As required	Time for risk assessments	EVC, SENCO	All educational visits to be accessible to all

2. Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

Target	Strategy/Action	Timeframe	Resources	Person responsible	Outcome
The school is aware of the access needs of disabled pupils, staff, governors, parents, visitors	Create access plans for individual children as required Be aware of staff, governor and parent access needs and meet as appropriate Find out the access needs of parents through discussions	As required	Teacher time SENCO time Principal time	Principal	All stakeholders have their needs met and all have full access to all school activities
Ensure all achievements of all abilities are celebrated	Parents inform school of any achievements outside of school. School to celebrate in-school achievements. Achievements celebrated during assemblies and through visits to Principal	Ongoing	Assemblies	Principal Class teachers	All children's achievements, both in and outside school are celebrated.
Ensure learning environments are regularly monitored to ensure all needs are met	SENCO to monitor learning environments	Ongoing	SENCO time	SENCO	Learning environments ensure all learning needs are met.

3. Improving the delivery to disabled parents/pupils of information which is readily accessible to parents/pupils who are not disabled

Target	Strategy/Action	Timeframe	Resources	Person responsible	Outcome
Broaden communication	Survey parents	Ongoing	Survey	Academy Manager	All parents are able to

routes between parents and school					access information in a variety of forms
Provide information in other languages for pupils and prospective pupils	Access to translators and sign language experts to be considered and offered as required	As required	Translator	SENCO	Information available in other languages
Central place for all SEN information for parents to access	Gather information together. Direct parents to information	Ongoing	SENCO time	SENCO	Parents are able to access SEN information as and when required

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