key | Model policy

Make this policy your own!

1. Insert your school name and logo where indicated on the next page

2. Read through the document and make changes as instructed in […] or *orange*. Delete the instructions as you go. ***Note:** you don't need to edit the contents list directly (see step 4)*

3. When you have finalised your document, make a note of step 4 below and then delete this cover page. (Right-click on the teal border above this text and select 'Cut')

4. Refresh the contents list so that the page numbers are correct. (Right-click anywhere on the contents list, click on 'Update field', then select 'Update entire table' and 'OK')

5. Save the document as normal

Important:

All our policies take account of relevant requirements and good practice but are designed for you to adapt to suit your context.

Academies, including free schools: please ensure, where applicable, that your adapted policy meets any relevant conditions in your funding agreement/articles of association, as these can vary.

To keep things simple we use the term **'school'*** as standard to mean the educational establishment that is adopting this policy.

Similarly, we use **'governing board'** and **'governor'*** to mean the accountable body for the school and the representatives on that body.

You are welcome to change these references to suit your context. In all cases you should ensure that roles and responsibilities meet requirements.

*Except in policies that apply only to academies, for example, or when explaining requirements for specific school types

Approved by **forbessolicitors.**

Accessibility plan

St Vincent de Paul Catholic Primary

Approved by:	Miss P.M. Mullin	Date: 7th November 2017
Last reviewed on:	3rd October 2016	
Next review due by:	November 2018	

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1. 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.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. 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.	Continue to review the support provided to children with a disability. Support the transition to secondary school	Use SENIS to review the impact of one to one support. Liaise with 'Bank View' and other secondary providers to ensure a smooth transition to specialist providers.	Christina O'Keefe	July 2017	Successful transition to Bank View for A.R.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To ensure the school is accessible and that ALL pupils and carers, including those with a disability, have a similar experience of school	Review access to the hall from the main building Review access to the playground Marking of disabled parking bays	Adam Vasco	July 2017	Accessibility reviewed for pupils who have a disability. Extern views sought on the quality of access. The creation of a disabled bay in the main car park.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible where necessary. This includes: Internal signage Large print resources Braille Pictorial or symbolic representations	To ensure that school information is accessible and that ALL pupils and carers, including those with a disability, have a similar experience of school				

4. 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 governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy