



**St Anthony's Catholic Primary School**  
*An Academy within The Catholic Academy Trust in South Hampshire*



'Children in our heart, Christ at the centre'  
'We love, we learn and we live'

<b>Name of Policy</b>	Accessibility Plan Policy
<b>Reference Number</b>	
<b>Date of e-signoff</b>	January 2025
<b>Headteacher</b>	Katrina Straker
<b>Chair of Standards &amp; Admissions Sub-Committee</b>	Anne Taylor
<b>Date for review</b>	January 2027

# Accessibility Plan Policy



## St Anthony's Catholic Primary School

*An Academy within The Catholic Academy Trust in South Hampshire*

*'Children in our heart, Christ at the centre'  
'We love, we learn and we live'*

The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

### 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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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 accessibility 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, the complaints 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.

### 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• The breadth of the curriculum is inclusive to all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Every lesson is planned with appropriate scaffolding to enable pupils with additional needs can access the learning.</li> <li>• Specialist equipment is provided to promote participation in learning by all pupils.</li> <li>• High expectations of attainment and progress for all pupils including those with a disability.</li> <li>• To continue to train staff to enable them to meet the needs of children with SEND.</li> <li>• To ensure that all children are able to access all out of school activities eg clubs, trips, residential visits etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation is provided for each lesson to ensure inclusion for all pupils.</li> <li>• Assess the needs of the children in each class and provide equipment as needed eg pencil grips, headphones, writing slopes, laptops etc.</li> <li>• Pupil progress meetings analyse the attainment and progress of pupils with SEND.</li> <li>• SENDCO to review and provide training for staff as needed.</li> <li>• Review out of school provision to ensure compliance with legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• SENDCO and class teachers</li> <li>• Headteacher, class teachers and SENDCO</li> <li>• SENDCO</li> <li>• Headteacher and all providers of out of school education</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Reviewed termly</li> <li>• 3 times per year</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will have access to a broad and exciting curriculum.</li> <li>• Children are developing independent learning skills.</li> <li>• Pupils with SEND remain on track.</li> <li>• All children have access to high quality teaching and learning</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required.	<ul style="list-style-type: none"> <li>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</li> <li>To ensure that the grounds security is of a high standard and keep children safe.</li> </ul>	<ul style="list-style-type: none"> <li>Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.</li> <li>Site walks and ongoing risk assessments looking for any areas of weaknesses.</li> </ul>	<p>School Business Manager and School Governors</p> <p>School Business Manager and School Governors</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Modifications will be made to the school building to improve access.</li> <li>School grounds are safe for all children and all children including vulnerable children cannot leave grounds.</li> </ul>
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible.	<ul style="list-style-type: none"> <li>To ensure that all parents and other members of the school community can access information.</li> <li>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</li> </ul>	<ul style="list-style-type: none"> <li>Written information will be provided in alternative formats as necessary and in different languages where practicable.</li> <li>Staff to hold parents' evenings by phone/virtual meeting or send home written information.</li> </ul>	Office staff, teachers, headteacher	<p>As needed</p> <p>Termly</p>	<ul style="list-style-type: none"> <li>Written information will be provided in alternative formats as necessary.</li> <li>Parents are informed of children's progress.</li> </ul>

#### **4. Monitoring arrangements**

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Standards & Admissions Committee, a sub-committee of the governing board.

It will be approved by Chair of the Standards & Admissions Committee and the headteacher.

#### **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
- SEND policy
- Supporting pupils with medical conditions policy