



St Anthony's Catholic Primary School

Mission Statement

“Working, Learning and Caring together in God’s Love.”

Accessibility Plan

| | | |
|----------------------------|----------------|-----------------------------|
| Approved by: | Lorna White | Date: September 2018 |
| Last reviewed on: | September 2018 | |
| Next review due by: | September 2021 | |

At St Anthony’s we would be like to be recognised for our inclusive Christian ethos, high expectations and our commitment to outstanding achievement for all.

Contents

| | |
|----------------------------------|---|
| 1. Aims..... | 2 |
| 2. Legislation and guidance..... | 3 |
| 3. Action plan | 4 |

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.

St Anthony’s School is an inclusive school and offers a range of provision to support children with SEND in:

- communication and interaction
- cognition and learning difficulties,
- social, mental and emotional health problems
- sensory, physical or medical needs.

The range of support deployed will be tailored to individual need following through thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Every child, regardless of their needs, will be given the same opportunities as all children. However, children with SEND will have careful consideration given to them with an awareness given to their particular learning style or need.

St Anthony's is a caring community school welcoming of all. It is dedicated to high standards of achievement and behaviour. Learning is enjoyable and rewarding and the gifts and abilities of every child are recognised and nurtured.

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, staff, parents and governors of St. Anthony's.

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 | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|--|--|---------------------|--|-----------------------------|---|
| Maintain and improve access to the physical environment | Moving classes to downstairs classrooms to enable access for any pupil with mobility issues. | Pre School renovated to include ramp access, disabled parking bay, disabled toilet, changing facilities and outdoor learning area. | | Diocese , HT, EYFS Leader Governors, Caretaker | Sept 2018 | Actions completed July 2018 |
| | Disabled toilet and shower on ground floor of main building. | | | | | Install a ramp to improve access to Block 5 |
| | Ramp to lower playground | | | | | |

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---|--|--|---|--|
| <p>Increase access to the curriculum for all pupils and for those with additional needs (including disability, medical and/or learning needs)</p> | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>Resources and equipment is tailored to the needs of pupils who require support to access the curriculum.</p> <p>At termly pupil progress meetings, progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Specialist literacy and mathematics teachers for support and extension.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils</p> <p>Effective partnership with Bromley School Nurse Service</p> | <p>Review of teaching and learning</p> <p>Review of history and geography curriculum.</p> | <p>Planning scrutiny, book scrutiny, lesson observations and learning walks.</p> <p>Purchase new humanities scheme of work</p> <p>Termly Review of Health Care Plans</p> | <p>Governors, SIP, HT, SLT,</p> <p>HT, Inclusion Manager</p> <p>Inclusion Manager & Family Worker</p> <p>Bromley Nursing Service</p> | <p>July 2021</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Ongoing</p> | <p>Broad, balanced and creative curriculum which is accessible to all pupils.</p> <p>Achievement for all groups at least in line with national expectations.</p> |

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---|--|---|-------------------------------------|---|
| <p>Increase access to the curriculum for all pupils and for those with additional needs (including disability, medical and/or learning needs)</p> | <p>All extracurricular activities are planned to ensure the participation of pupils with a range of additional needs.</p> <p>Parents' Phonics Workshop</p> <p>Phonics CD for Reception Parents</p> | <p>extracurricular provision to ensure compliance with legislation</p> <p>Coffee mornings that focus on inclusive practices</p> | <p>All extracurricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>Spring Inclusion Coffee Morning</p> | <p>HT, SLT, SFO, External Providers, specific curriculum leaders e.g. P.E. leaders</p> <p>Grow Academy</p> <p>Inclusion Manager</p> | <p>July 2021</p> <p>Spring 2019</p> | <p>Increase in access to all school activities for all pupils</p> <p>Parent/carers aware of provision and inclusive practices within the school</p> |

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|--|--|---|--|-----------------------------------|---|
| <p>Increase parental access to transition arrangements and online applications.</p> | <p>Family Worker currently meets with parent/carers in the IT Suite and assists them to complete online applications.</p> <p>Annual meeting in September facilitated by Family Worker in Partnership with Bromley MOSS</p> <p>Inclusion Manager liaises with secondary schools regarding pupils with additional needs</p> <p>Inclusion Manager visits preschool and nursery settings to facilitate smooth transition to EYFS</p> | <p>Termly meetings to inform parents about the PPG.</p> <p>Following meeting parent/carers assisted to completed on line applications for secondary school.</p> <p>Parent/carers assisted to make online applications for secondary transfer and the Pupil Premium Grant</p> | <p>Early identification of families who may be eligible of the PPG.</p> <p>Parent/carers Appointments made with Family worker</p> | <p>HT, Inclusion Manager,</p> <p>Family Worker</p> | <p>October 2018</p> <p>Termly</p> | <p>School awarded funding for all pupils eligible for PPG.</p> <p>Parents/carers feel well supported through the KS3 transition process</p> |
| <p>Make available school brochures, school newsletters and other information for parents in alternative formats</p> | <p>Review all current school publications and promote the availability in different formats for those that require it</p> | <p>The school will ensure that school information is accessible to all.</p> | <p>Information available in any format including any that has been specifically identified or requested.</p> | <p>SLT, SFO, Admin Officers, Class teachers</p> | <p>July 2021</p> | <p>All communications fit for purpose irrespective of need.</p> |

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|--|--|--|-----------------------------|---|
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | School partnership with Bromley health service | The school will ensure that school information is accessible to all. | Liaise with Bromley Health service to ascertain next steps Access NCA tools website | SENCO, HT School Nurse Liaise with | July 2021 | Delivery of school information to pupils & parents with visual difficulties improved. Information available in any format including any that has been specifically identified or requested. This includes any specific curriculum resources and NCA Assessment materials for pupils with visual impairment. |
| Review documentation with a view of ensuring accessibility for pupils with | School partnership with Bromley health service | The school will ensure that school information is accessible to all. | Liaise with Bromley Health service to ascertain next steps | SENCO School Nurse | July 2021 | Delivery of school information to pupils & parents with hearing difficulties improved. |

| | | | | | | |
|--|--|--|--|---|------------------|--|
| <p>hearing impairment</p> <p>Improve the quality of sound projected in the classroom allowing teachers to speak at conversational level and pupils to hear more clearly.</p> | | <p>Sound field system installed in classrooms and the main school hall</p> | <p>Contact providers of Sound field systems for quotes and site investigation.</p> | <p>SENCO, HT, SFO</p> | <p>July 2021</p> | <p>Finance permitting installation of Sound field system.</p> |
| <p>Improve the delivery of information to parents and pupils with additional needs (including EAL, disability, medical and/or learning needs)</p> | <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> | <p>The school will be able to provide written information in different formats when required for individual purposes</p> <p>Improve the website so that it is possible to read it in several languages represented in the school</p> | <p>Liaise with Kittle to ascertain cost</p> | <p>HT, SENCO, Admin Assistant</p> <p>HT, SENCO, Admin Assistant</p> | <p>July 2021</p> | <p>Delivery of information to all pupils and parents improved.</p> <p>Finance permitting website updated to provide multi lingual access field system.</p> |

