

# St John Vianney Primary School

## Accessibility Policy 2022-2023



The Accessibility Plan should be read in consultation with the SEND Policy, the SEND Information Report and the Annual SEND Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favorably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3)

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3 year timescale to prevent disabled pupils from being treated less favourably than other pupils:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and
- Improve the availability of accessible information to disabled pupils.

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

At St John Vianney we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- Increasing the extent to which disabled pupils participate in the curriculum
- Improving the physical environment of the school

- Improving the delivery to disabled pupils, parents, carers and visitors of information which is already available to those more able

A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Main Building**

- The main building is on one level with double doors at each exit around the building for easy access.
- Wheelchair access is available direct to all classrooms in Early Years and KS1 and LKS2.
- UKS2 classrooms are in a separate, purpose-built, single storey building and are accessible via ramp to wheelchair users.
- All classrooms, offices and corridors are carpeted to improve acoustics.
- The front reception hatch is at a low level to ensure accessibility for wheelchair users.
- The staff room facilities and toilets are located near the main entrance. A wider toilet cubicle is also accessible in KS1 for wheelchair users.

### **Curriculum**

This includes teaching and learning and the wider community of the school including extra-curricular activities, educational visits. Improving the quality of teaching and learning lies at the heart of the school's work. Through self-evaluation and continued professional development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value that all children are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and during the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from Health & Safety officers.

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and the physical aids to access education.*

The physical environment of the school has differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Governors will consider the school's delegated budget and devolved capital to meet specific need, adhering to best value principles. It may also be necessary to attempt to access further funding from School Access Initiative funding or the 'Access to work' programme for major rebuilding and alteration work.

**Review date: October 2023**