

St Hugh of Lincoln Catholic Primary School

Accessibility Plan

Review Autumn 2024



St Hugh of Lincoln Catholic Primary School is committed to providing an environment that are suitable and sufficient for all educational purposes which values and includes all students, staff, parents and visitors regardless of Special Educational Needs or Disabilities.

St Hugh of Lincoln Catholic Primary School is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

St Hugh of Lincoln Catholic Primary School is committed to improving the physical environment of the school, the curriculum within the school, and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and St Hugh of Lincoln Catholic Primary School Equality Objectives.

This plan operates alongside the St Hugh of Lincoln Catholic Primary School SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

St Hugh of Lincoln Catholic Primary School acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

St Hugh of Lincoln Catholic Primary School website will make reference to this Accessibility Plan.

The Plan will be approved by Governors and monitored by the Governing Body.

| Objective | Progress | Aims | By Whom | By When |
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| <p>To improve the extent by which disabled pupils can participate in the school's curriculum.</p> | <ul style="list-style-type: none"> • Disabled students follow the same curriculum as other students who are not disabled. • Disabled students are invited to attend all school trips and supported in doing so if needed. • Planning takes place in advance to enable students to participate in trips and extracurricular activities. Risk assessments written to identify needs. • Communication and relationships with parents in this regard is strong. • Disabled students requiring additional resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met. • Practical adjustments made to classroom environment to ensure children can access the learning e.g. position in class, table arrangements. | <ul style="list-style-type: none"> • To audit the school for students who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers. • To ensure all staff are aware of disabled students and make reasonable adjustments and plan for their needs within school trips or extra-curricular activities. • To revise the transition forms to ensure that registered disabled children or those considered disabled are identified immediately at transition. • Brief all staff and ensure they have adequate training on meeting the needs of disabled students on trips and extracurricular activities. • Monitor the uptake and expand if possible the extra-curricular activities available to disabled students. | <p>SLT</p> | <p>September 2024</p> |

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| | <ul style="list-style-type: none">• Classes to be kept clutter free- low sensory classrooms | <ul style="list-style-type: none">• Training to be offered to staff on disability discrimination and creating an inclusive curriculum. E.g. Disability Awareness and ASD in Early Years• Ensure students with a disability are trained to use the IT resources available and specific to their needs.• Collective Worship to educate children further on staff and children with disabilities e.g. Paralympian inspiration assembly and Neurodiversity | | |
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| <p>To improve the physical environment of the school for the purpose of increasing the extent to which disabled students and staff are able to take advantage of the educations, benefits, facilities and services offered by the School.</p> | <ul style="list-style-type: none"> • School now benefits from high contrast edging for student and staff travel around the school • Ramps in place and corridors free from obstructions. • Disabled toileting facilities are in place and available. • Students and parents/guardians who are disabled have access to disabled parking bays and flexible access to the school buildings and gates. • Parents who have a disability or mobility difficulties have access to school car park. • Adapt physical environment where practical and financially viable to reflect the needs of disabled children without disadvantaging others. • Staff with disability have the adaptations needed to fulfil their role in school. | <ul style="list-style-type: none"> • To ensure that the buildings are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, contrast flooring is available. E.g. high visibility markings on changing levels and ramps. • Ensure disabled parking arrangements are in place for all students with a disability and that the school is flexible about the use of these facilities. • Disabled permits to be made to display if parking in marked bays. • To investigate safety during lunch to ensure stability and safety of disabled students. • To make sure staff with disabilities have equipment necessary to fulfil role in school: enlarged text, adapted screens and visualizer. • Staff to receive appropriate training on neurodiversity, visual impairment etc. | <p>Bursar SLT</p> | <p>September 2024</p> |
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| <p>To improve the delivery to disabled students of information which is readily accessible to students who are not disabled</p> | <ul style="list-style-type: none"> • Students work is routinely put in larger fonts when required. • All school information is displayed electronically so parents and students can access at home using compatible software or enlarging screens | <ul style="list-style-type: none"> • All letters sent home should be in accessible fonts and monitored to ensure readability. • Different formats used. • Training to be offered to staff on disability discrimination and creating an inclusive curriculum. • Investigate what other electronic devices the school can invest in to provide enhanced access to resources. | <p>SLT and Office team</p> | <p>September 2024</p> |
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