

St Hugh of Lincoln Catholic Primary School

Accessibility Plan

Review Autumn 2023



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 through the Teaching and Learning, and the Resources Committee of the Governing Body.

Objective	Progress	Aims	By Whom	By When
<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 	<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. 	<p>SENCo and SLT</p>	<p>September 2023</p>

	<p>resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met.</p> <ul style="list-style-type: none"> • Practical adjustments made to classroom environment to ensure children can access the learning e.g. position in class, table arrangements. • Classes to be kept clutter free- low sensory classrooms 	<ul style="list-style-type: none"> • 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. • Training to be offered to staff on disability discrimination and creating an inclusive curriculum. • Ensure students with a disability are trained to use the IT resources available and specific to their needs. 		
<p>To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are</p>	<ul style="list-style-type: none"> • School now benefits from high contrast edging for student and staff travel around the 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 	<p>Bursar SLT SENCO</p>	<p>September 2023</p>

<p>able to take advantage of the educations, benefits, facilities and services offered by the School.</p>	<ul style="list-style-type: none"> • 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. 	<p>open, contrast flooring is available.</p> <ul style="list-style-type: none"> • 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. 		
<p>To improve the delivery to disabled students of</p>	<ul style="list-style-type: none"> • Students work is routinely put in larger fonts when required. 	<ul style="list-style-type: none"> • All letters sent home should be in easy to read 	<p>SENCo SLT .</p>	

information which is readily accessible to students who are not disabled.	<ul style="list-style-type: none">• All school information is displayed electronically so parents and students can access at home using compatible software or enlarging screens..	fonts and monitored to ensure readability. <ul style="list-style-type: none">• Training to be offered to staff on disability discrimination and creating and inclusive curriculum.• Investigate what other electronic devices the school can invest in to provide enhanced access to resources.		
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