



St Charles Catholic Primary School Accessibility Policy

This Policy was adopted by The Governing Body of St Charles Catholic Primary School on: Mar 8th 2023

Signed by: L.Powell

Elizabeth Z. Powell

It will be reviewed on: 3 years

Date: 03/2026

Mission statement

"Let all that you do, be done in love" St. Charles Borromeo
Love is made possible by respect.

At St Charles' we pray, love and learn together as one school family, with Christ at our centre. We create and experience joy every day in our home, our school and our parish.

Vision

Children will leave St. Charles':

- With a love for learning.
- With Christ in their hearts.
- With outstanding manners.
- Showing care and respect for all.
- Having achieved their best.
- With a sense of pride and confidence.
- With a deep sense of responsibility.
- With life-long skills to enhance their future.

Values:

Everyone at St. Charles' will be:

- Compassionate
- Aspirational
- Determined
- Enthusiastic
- Humble
- Friendly
- Trustworthy

Accessibility Plan

This Accessibility Plan is compliant with current legislation as specified in the Equality Act 2010, Schedule 10, relating to Disability. The plan is structured to complement and support the school's Equality Objectives, and will be published on the school website.

The school is committed to providing an environment which enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

St Charles Catholic Primary School Accessibility Plan shows how access is to be monitored for disabled pupils, staff and visitors to the school in a given timeframe and reasonable adjustments made, where necessary, to accommodate the needs of all children and adults. The Accessibility Plan sets out proposals of the Governing Body of the school to increase access to education for disabled pupils in 3 areas:

- To provide access to the **curriculum** for pupils with a disability, to expand the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupil. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
- To provide access to the **physical environment** of the school, adding specialist facilities if necessary - this covers improvements to the physical environment of the school and physical aids to access education if needed.
- To ensure all **written information** for pupils, staff, parents and visitors is accessible to those with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats if required

The Accessibility Plan relates to key aspects of the physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness amongst staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives and Equality Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- Prospectus

The Accessibility Plan relates to the Access Audit of the school, which will be undertaken by staff and governors. Works required by the Access Audit may not be undertaken during the period covered by this Accessibility Plan and some items will roll forward into future plans. An Access Audit will be completed prior to the end of each period covered by this plan in order to inform the content of a new Accessibility Plan for the next period; subject to reasonable costs and availability of funds.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Information from pupil data:

We currently have a wide range of children from differing background, with a variety of needs and abilities:

These include:

- Asthma
- Eczema and other skin conditions
- Physical Disabilities
- Hearing impairments
- ADHD
- ASD
- Allergies
- Emotional needs – including attachment and trauma
- Behavioural needs

St Charles Catholic Primary School: Accessibility Plan

Target	Action	Responsibility
Improving access to the school curriculum		
To ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> Review PSHE curriculum to ensure disability awareness is taught effectively Provide opportunities for children to meet with people with a variety of disabilities Review provision in other areas of the curriculum e.g. P.E. Purchase books and other resources that promote positive images of disability Invite disabled speakers/visitor to school assemblies, events 	HT/SENCO/ Teachers
To ensure pupils have full access to trips and extracurricular activities	<ul style="list-style-type: none"> Risk assessment prior to trips Plan trips and activities with parents to ensure access Provide support for pupils to ensure they can access out of hours activities 	HT/Teachers
To ensure staff are appropriately trained	<ul style="list-style-type: none"> Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ADHD, diabetes allergies Ensure Teachers, TAs and governors have access to specific training for disability issues Ensure that all staff can differentiate the curriculum and are aware of SEN resources 	HT/SENCO/ Teachers
To deploy LSA's effectively in order to support pupils full participation in school activities	<ul style="list-style-type: none"> Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs 	HT / SENCO / AHT
Improving physical access		
To provide appropriate access to all users	<ul style="list-style-type: none"> Seek information on the needs of users and pupils Ensure access to toilets for wheelchair users and those with mobility issues is appropriate Provide aids for those who are visually impaired – e.g. mark edge of steps 	HT/Govs /LA support
To ensure that disabled adults are considered equally with others for posts in the school	<ul style="list-style-type: none"> To welcome all applicants for vacant posts To encourage all members of the community to consider becoming a Governor 	Govs/HT Govs/HT
To improve signage	<ul style="list-style-type: none"> Put up clear signs in the entrance and other areas – in different languages and formats Ensure that all disabled pupils/visitors are able to understand fire notices 	HT/Staff All staff

Improving delivery of written information		
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> • Ask parents/carers about access needs when a child is admitted to the school • Ask parents/carers and children about access to information in review meetings 	HT/Staff Teachers/ SENCo
To increase support for parents of children with a disability	<ul style="list-style-type: none"> • Ensure that the school prospectus explicitly welcomes children with a disability (SEN) • Encourage parents of children with a disability to support their children's education • Development of SEN Policy and SEN school offer 	Govs/ HT All
To help children become more aware of their own learning styles and access needs.	<ul style="list-style-type: none"> • Give children opportunities to experience different learning styles • Encourage children to define their preferred learning styles 	Teachers
To use non verbal symbols where needed	<ul style="list-style-type: none"> • Use symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms • Use of Visual timetables in class and individual ones for specific children 	Teachers / SENCO