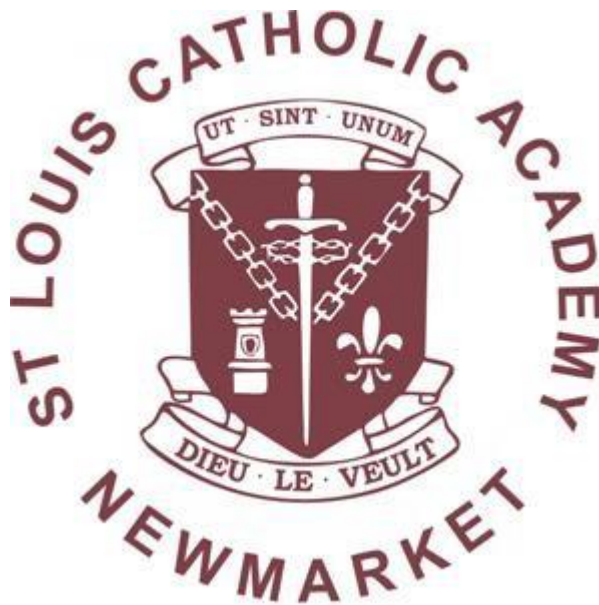


St Louis Catholic Academy

“Loving to Learn, Learning to Love”

Accessibility Plan



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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. By recognising Jesus Christ in ourselves and others, our school strives to be a living Christian Community which values and nurtures each individual through a sound education and encourages responsible attitudes towards our changing world.

To remain faithful to our mission statement we aim:

- To enable every member of our school community to recognise their own God-given worth and in turn to respect the unique value of each person whatever their ability, age, wealth, poverty, gender or race.
- To offer a Catholic Religious Education programme and formation which enables all children to grow in their love of Jesus Christ.
- To rejoice in and celebrate our Faith and life through “meaningful” liturgies, assemblies and prayer.
- To encourage shared responsibilities between home and school.
- To strengthen our shared Faith with our parish and other Catholic Schools within our Deanery by being „Partners in Christ for Others”.
- To encourage links within our immediate neighbourhood and so develop an appreciation and respect for other faiths and cultures.
- To recognise and respond to the needs of each individual within the school community.
- To create an environment within which staff and pupils are encouraged to develop and grow to their full potential.
- Through sound government and management to provide and use cost effective resources that are appropriate and necessary for our work.
- Through the guidelines of the National Curriculum, provide a broad and balanced education.
- To help children develop a love of their environment and learn to treat and use it with the utmost care and respect.
- To educate and inform all individuals in our community about the aspirations and moral dangers of our changing world, and be equipped and ready to give any necessary support.

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 holds the national EQUALITIES Award (The

EQualities Award is a national scheme aimed at all schools and children's centres who demonstrate their commitment to equality.

The school supports any available partnerships to develop and implement the plan, including the schools of the Multi-Academy Trust and the wider Diocese of East Anglia, Newmarket schools, the parish community, and Suffolk LA.

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.

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, specifically Section 8 (Admission of Pupils with SEN and Disabilities). It will be reviewed by the Local Governing Body, or a person or committee with delegated responsibility, every three years, or as operational needs dictate.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>1. Increase access to the curriculum for pupils with a disability</p>	<p>St Louis offers a differentiated curriculum for all pupils, according to individual needs and abilities.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources and displays include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils equally, 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>Reasonable adjustments are made for pupils with disabilities as necessary on an individual basis.</p>	<p>Children with disabilities make at least good progress from their starting point in year at St Louis Catholic Academy.</p> <p>Children with disabilities make at least good progress from their starting point over their complete time at St Louis Catholic Academy.</p>	<p>Monitoring of individual children's progress through Pupil Progress Meetings/data management;</p> <p>Targetted individual and small group interventions as necessary and appropriate;</p>	<p>Assessment Leader</p> <p>Class teachers</p>	<p>On-going</p>	<p>Children with disabilities make good progress based on their individual starting points.</p>

<p>2. Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators (KS1) • Disabled parking bays • Disabled toilets and changing facilities 	<p>Improve wheelchair access</p> <p>Improve evacuation procedures, including:</p> <ul style="list-style-type: none"> • Evacuation chair in old building (long term) • Better laid out policy (short term) <p>Reinforce staff responsibilities (short term)</p>	<p>Consider reasonable adjustments which could be made to accommodate a wheelchair-based pupil in UKS2 (Year 5/6)</p> <p>Purchase of an evacuation chair</p> <p>Review and update the Health & Safety policy and evacuation procedures</p> <p>Create a list of members of staff that could be “mobility aiders”</p>	<p>Headteacher Premises Leader</p>	<p>As necessary, pupil context dependent</p>	<p>Any pupil in a wheelchair can have access to classrooms and toilet facilities through necessary reasonable adjustments.</p>
<p>3. Improve the delivery of information to pupils with a disability</p>	<p>St Louis uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal and external signage • Induction loops / hearing-impaired technology • Pictorial or symbolic representations 	<p>Improve internal and external locational signage for pupils and parents/visitors.</p>	<p>Premises to audit and commission improved site signage (in addition to current signage which meets Fire Regulations).</p>	<p>Premises</p>	<p>On-going</p>	<p>Children with disabilities will continue to have important information supplied to them in a way which meets their needs.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body of St Louis Catholic Academy.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Safeguarding policy;
- Risk assessment policy;
- Health and safety policy;
- Equality information and objectives (public sector equality duty) statement ;
- Special educational needs (SEN) information report;
- Supporting pupils with medical conditions policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Classrooms on two floors New build=x2 Old build=x3	UKS2 classes to relocate downstairs should disabled access be required in the future. No action currently required.	Headteacher/ Premises	Needs-led.
Corridor access	Steps in LKS2 Both buildings: via doors, one automatic and the other manual	Access via Front Door and ramp, as necessary to Elm/Beech; via playground corridor/ramp for Sycamore; lift in KS1 for access to upper corridor. No further improvement possible; No action currently required.	N/A	N/A
Lifts	New building (EYFS/KS1)=1, old building none	No action currently required.	N/A	N/A
Parking bays	x1 Disabled bay (wide) no possibility of further parking bays	Disabled bay to be kept clear at all times. No additional improvement possible due to site space.	School Office	Daily attention as visitors arrive.
Entrances	x3, 2 via ramp and 1 via sliding door.	No action currently required.	N/A	N/A
Ramps	x2: Ramp to FS1 and Old Building	KS1 has level access and a lift in lieu of ramps; no action currently required.	N/A	N/A

Toilets	Disabled toilets on ground floor; x3 for disabled	Further toilets to be built with extension of FS1 accommodation (Summer / Autumn 2018)	Premises Leader / Head	As per construction schedule
Reception area	Automatic doors; wide access	No improvements possible unless major building remodeling.	N/A	N/A
Internal signage	Some signage through site.	Currently being reviewed and planned to be updated.	Premises Leader / Head	Spring Term 2018
Emergency escape routes	Identified in each room with information posters displayed.	To be redesigned to take account of building alterations/usage.	Premises Leader	On-going development