



Accessibility Plan 2023-2026

Policy Owner	Headteacher
Governing Body Committee	Mission Committee
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Signature	
Date of Signing	

This policy is available at <http://www.stpatricksbristol.org.uk>

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St Patrick's Catholic Primary School is fully committed to compliance with the requirements of the UK General Data Protection Regulation. The school will therefore aim to ensure all employees, contractors, agents, consultants or partners of the school who have access to any personal data held by or on behalf of the school, are fully aware of and abide by their duties and responsibilities under the Regulation.

Mission Statement

“Learning together with God”

St Patrick's School aims to create a Catholic Christian environment, which is inspired by the life and teaching of Jesus.

We aim to develop a Christian ethos which is reflected in all aspects of school life and the curriculum. The school affirms that all children and staff are unique and should have opportunities to achieve their full potential to learn or to teach and to experience success in a full, balanced and differentiated curriculum. We wish to provide everyone in the school with a chance to experience and respect Christian values and put them into practice at home, in the parish and in the wider community. We also endeavour to develop respect and understanding for non-Christian faiths and cultures.

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.

Please see our SEND policy on the website for further information.

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 supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

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 longterm 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 nondisabled 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.

3. Action Plan 2023-2026

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
STRAND 1	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs.	Provide in person/on line training for all staff and LSA's in particular LSA audit of awareness and ideas to support	SLT SENCO	All support staff will feel confident in their knowledge of SEN disabilities and will feel able to offer different types of support strategies. Support staff knowledge will improve as evidence by the audit follow up.	Ongoing from September 2022 Ongoing from September 2023
To provide a learning pathway for pupils who require a completely differentiated curriculum.	To include in SEN area on shared drive a range of strategies to support pupils with a variety of needs e.g. dyslexia, ADHD, speech and language difficulties, etc.	SENCO & SLT	All staff are confident in their ability to support children with a variety of needs with a clear trajectory.	Ongoing from September 2023
Staff confident to offer supportive strategies for pupils with Social, Emotional and Mental Health difficulties.	Staff will receive training in Team Teach – Positive handling and de-escalation, Behaviour Management.	SENCO	All possible staff with complete accredited Team Teach training. All staff to attend Behaviour Management training as part of INSET	Ongoing from September 2023 annually.

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
School is aware of the access needs of disabled children, staff and parents/carers.	Confidential survey of staff and admission form adapted to ascertain access requirements for pupils and parents e.g. through arranging accessible meeting rooms.	Headteacher /Business Manager/ Office Manager	All admission forms have relevant questions on them and staff have completed questionnaires about their access needs.	Survey included with admission forms for new families and with yearly medical / administration forms for current families. Parents to be surveyed at parents evening. Staff to be surveyed at first INSET day in September.
Library shelving (see St Patrick's plan)				
Continue to develop appropriate learning spaces/ break out rooms	Provide quieter learning/calming zones. Audit provision, furnishings and sensory resources		Pupils access safe spaces to regulate.	

ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS
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STRAND 3

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources	Class teachers/ SENCO	Pupils will be able to communicate their wants and needs	By September 2023 and ongoing
	Ensure all staff have access to widget online if needed.		Staff can prepare high quality visuals	By September 2023 and ongoing
	To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.	Class teachers/ SENCO	Pupils will be supported in their language development	By September 2023 and ongoing
	Social Stories to be used as necessary to aid children's transitions and as required at other times.	Class teachers/ SENCO	Pupils will be supported during times of change.	By September 2023 and ongoing
The SEND Governor and SENCO will update the audit of accessibility annually and keep it under review through your monitoring and evaluation process.	SEND Governor and SENCO will update this audit of accessibility annually	SENCO	Accessibility plan is regularly reviewed and updated	July 2023