



## Accessibility Plan

Including: Disability Equality Scheme / Disability Accessibility Plan for Pupils

Policy Start Date	Policy Review Date	Frequency	Committee / Governor Responsible
Spring 2025	Spring 2028	Every 3 Years	Curriculum & Personnel Committee (C&P)

1. Designated SENCO	2. Deputy Designated SENCO	Nominated SEN Governor
Mrs S Gissing	Mrs S Martis	

### Introduction

At St Anselm's Catholic Primary school we are committed to creating a secure, caring and stimulating learning environment based on catholic values. We actively promote the principles of our Catholic faith in all aspects of schools life. The St Anselm's mission statement is 'In God's love we live, learn and grow. To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common good at the heart of our school. We recognize that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

**Aims:** This plan has been written to meet the requirements to carry out accessibility planning for pupils with disabilities as stated in the Equality Act 2010 and SEND Code of Practice 2014. The purpose of the plan is to:

- Minimise the barriers that prevent pupils participating fully in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to access all facilities and activities of the school
- Improve the availability of accessible information to pupils with disabilities.

St Anselm's Catholic Primary school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is committed to providing a fully accessible environment that values pupils, parents/carers, staff and visitors regardless of their educational, physical, sensory, social emotional, spiritual and cultural needs.



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We are committed to developing an understanding and acceptance of disabilities within an inclusive environment. The plan will be made available online on the school website, and paper copies are available upon request. If you have any concerns relating to accessibility in school, our Complaints Policy sets out the process for raising these concerns. We have included a range of stakeholders in the development of this plan, including pupils, parents/carers, staff and governors.

### **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

<b>Aim</b>	<b>Current good practice</b>	<b>Action to be taken</b>	<b>Timescale</b>	<b>Lead/Support</b>	<b>Success Criteria</b>
<p>Ensure quality of achievement of all pupils</p>	<p>Use of gap analysis and teacher assessment to inform planning.</p> <p>Target setting is realistic yet challenging for pupils with additional needs.</p> <p>Use of summative assessments to identify, plan and implement interventions – and evaluate their impact.</p> <p>Use of external agencies (i.e. Speech and Language Therapists, Educational Psychologist) to ensure resources and activities are tailored to pupils' needs</p>	<p>Monitor progress of pupils at Pupil Progress Review Meetings.</p> <p>Continue to track progress on a termly basis Impact of interventions, analysed termly, and results used to plan next steps</p>	<p>Ongoing – reviewed half termly</p> <p>Ongoing – reviewed termly</p> <p>Interventions are reviewed termly</p>	<p>Class teacher, SLT SENDCO TA's,</p>	<p>All pupils make expected progress from their starting points</p> <p>As above Interventions effective in enabling pupils to make at least expected progress.</p> <p>Teachers are confident in planning to meet the needs of all learners</p>
<p>Ensure equality of access, where reasonable, to all extended school activities, including sports.</p>	<p>Robust risk assessments ensure good practice is adhered to</p>	<p>Review extended school provision to ensure compliance</p> <p>Audit SEND children use of clubs and extended services Risk assessments put in place if needed.</p>	<p>SENDCO SLT Headteacher PE Leader</p>	<p>Ongoing – reviews will be undertaken as/when relevant</p>	<p>All children are able to access all extended school activities, as desired.</p>

Promote the participation and independence of all pupils through the organisation of the classroom	<p>Classroom organisation meets the needs of pupils with hearing and visual impairments, physical disabilities, sensory needs and speech and language needs</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.</p> <p>Use of visual timetables across the school.</p>	Ensure that reasonable adjustments are made for pupils with additional needs, e.g., small group work for PE	Teaching staff  SENDCO	Ongoing and as required	<p>All children are able to access the National Curriculum at an appropriate level</p> <p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.</p>
Promote the participation and independence of all through use of technology	Use of laptops for pupils with fine motor difficulties	Additional use of technology to enable pupils to work independently	Teaching staff	Ongoing and as required	All pupils are able to access the National Curriculum at an appropriate level
Children with visual impairment can record their work effectively	Use of enlarged texts and test papers, coloured paper, coloured overlays	Seek advice from Local Authority Outreach Team as/when appropriate	SLT Teaching staff	Ongoing and as required	Children with visual impairment record their work effectively
Children with fine motor skills can record their work effectively	Use of laptops, tablets, writing slopes and other aids (e.g. pencil grips) Programmes in place for pupils receiving Occupational Therapy, including touch typing	Implementation of OT programmes following assessments/reviews	SLT SENDCO  Teaching staff	Ongoing and as required	Children with fine motor skills difficulties record their work effectively
Children with Specific	Appropriate resources	Ensure all staff are	SLT	Ongoing	Children with Specific

Learning Difficulties are able to access the curriculum at a level appropriate to their needs.	are provided for pupils with specific learning difficulties, including coloured overlays and paper Interventions are planned and implemented for pupils with Specific Learning Difficulties – and their impact analysed	confident using strategies to support pupils with Specific Learning Difficulties and provide Continuing Professional Development opportunities	SENDCO Teaching staff	and as required	Learning Difficulties are able to access all learning
Children with Speech and Language Needs are able to access the curriculum at a level appropriate to their need	Appropriate resources and interventions are provided for children with speech and language needs, following advice from S&L Therapists	Additional interventions to be implemented as needed, and their impact evaluated TA's & LSA's to receive training on S&L programmes	SLT SENDCO Teaching staff	On going	Children with Speech and Language needs are able to access learning
Ensure school is accessible to children, staff, parents/ carers and visitors with visual impairment	Access Arrangements are used for children for end of Key Stage tests.  Clear signage is used throughout the school and access routes are clear.  Correspondence and policies are available in enlarged print if	Applications for Access Arrangements to be made as and when necessary  Ensure upkeep  Exterior steps are marked with white/ yellow paint, to make them safer for children and visitors with visual impairments  Additional pupil resources in Braille to	Site officer		

	requested	be sourced as and when the need arises			
Ensure school is accessible to children, staff, parents/carers and visitors with hearing impairment	<p>Quiet working environment.</p> <p>Advice is sought from Local Authority Outreach Team as/when appropriate</p> <p>Learning aids are produced for all pupils as required.</p>	Needs assessment completed for any child with HI who join the school	<p>SLT</p> <p>SENDCO</p> <p>Teaching staff</p>	As required within 2 weeks of a pupil being on roll	All stakeholders with hearing impairment are able to access the school and all its parts
Ensure school is accessible to children, staff, parents/carers and visitors with physical disabilities	EYFS, KS1 & lower KS2 are fully DDA compliant for wheelchair accessibility and evacuation Wheelchair accessible toilets are available.	<p>Upper KS2 requires stair access. Should a child with physical disabilities or require wheelchair use join the school a full needs assessment will be carried out and classrooms reorganized if required.</p> <p>Ensure ease of accessibility for school events, e.g. clear routes into hall for class assemblies, and to classrooms</p>	<p>SLT</p> <p>SENDCO</p>	As required	All stakeholders with physical disabilities are able to access the school
Ensure school accessible to children with social communication/sensory needs	<p>Quiet working environment</p> <p>Sensory aids &amp; play resources used</p>	<p>Visual times tables</p> <p>Now and next boards as required</p>	<p>SENDCO</p> <p>SLT</p>	On going	Appropriate provision in place to meet needs of individual learner/s

Children with Education Health and Care Plans (EHCP) are able to contribute to their annual reviews		Pupil voice termly	SENDCO SLT	On going	Appropriate provision in place to meet needs of individual learner/s
Needs of pupils with specific barriers to learning will be assessed and provision matched to need	SENDCO carries out individual pupil assessment and makes recommendations as appropriate to meet learning needs	Teachers to adapt activities to meet needs.	SENDCO Teaching staff SLT	On going	Appropriate provision in place to meet needs of individual learner/s
SEND and Medical register and information on children with additional needs to be regularly updated.	Ensure SEND register reflects current pupils being supported. Ensure Medical Tracker and Care plans are up to date.	Liaise with parents and external agencies (e.g. pediatricians) to ensure we receive up-to-date reports.	SENDCO Senior Medical First Aider	On going	SEND and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents.	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs and SEND plans	Up to date SEND Plans and reviewed		On going	Increased engagement of parents
Changing and shower facilities	Changing room is clear of any obstructions  Shower in good working order	Ensure shower is checked regularly Changing room to be free of equipment or resources that are not in use	Site Manager First Aiders	On going	Annual check
Disabled toilet	Toilet is clear of any obstructions.	Checked regularly for any obstructions.	Site Manager Senior First Aider	On going	Ongoing

	Any personal care equipment is clearly labeled and stored in a cupboard.				
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This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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 Finance, Premises and Personnel Committee (FPP).

Links with other policies This accessibility plan is linked to the following policies and documents: Risk assessments Health and safety policy Equality information and objectives (public sector equality duty) statement for publication Special educational needs (SEN) information report Supporting pupils with medical conditions policy