



Accessibility plan



"At St. Chad's, we grow in the light of Christ, to share his love and reflect the gospel values."



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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

As a Catholic School, we believe that meeting a child's needs reflect the gospel values. The respect for the gifts and needs of each individual pupil is essential, combined with a flexibility of approach. This is embodied in our mission statement which is:

"At St Chad's we grow in the light of Christ, to share in his love and reflect the gospel values."

At St Chad's we believe that the child is at the heart of the process and that the views, wishes and feelings of the child or young person, and their parents are crucial to ensuring the best possible outcomes for the child.

Our school is committed to the UN convention on the rights of the child. This policy reflects the following article:

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

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 including Birmingham Local Authority and the St. Teresa of Calcutta Multi-Academy Company with which we are a part of.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Dates: From January 2024

To January 2027

(3 years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum	Curriculum, Environment	Staff training on adaptive teaching across the curriculum	SENDCo and PSS	PSS hours	Staff are more adept at adapting the curriculum. Through moderation, access/progress/attainment for SEND pupils is analysed to see impact of training. All extra-curricular activities will be conducted in an inclusive environment; complying with all current legislative requirements. Increase in access to activities for all disabled pupils.	Ongoing
		Extra-curricular activities planned to ensure, where reasonable, the participation	SENDCo and PE Lead	Staff time Specialist equipment if required Additional advice from PDSS, if required.		
		Appropriate use of specialised equipment to access the curriculum	SENO Class teachers IT Manager	Specialised equipment as required		
		CPD regarding including pupils with physical difficulties (hemiplegia)	SENO Class teachers PE Lead	CPD led by PDSS- no charge due to pupil on caseload.		

					Increased access to the curriculum Needs of all pupils met. Increased access to the curriculum Needs of pupil with Achondroplasia met Developed understanding of staff	
Area 2: To improve the physical environment of the school to ensure physically disabled pupils (and those with difficulties with self-care due to autism) can access all benefits, services and facilities offered by the school.	Environment	Audit completed by school, PDSS and OT to determine resources required for future toileting facilities (within accessible toilet/medical room). Application for building funding to be made once completed.	SENDCo, PDSS, OT, School Business Manager, Site Manager	Dependent on result of audit.	Improved access to toileting facilities in school for pupils with personal/self-care needs. Personal/self-care needs of pupils, met.	Ongoing, maintenance if required
		Accessibility walk to be completed in order to highlight potential access difficulties.	SENDCo, PDSS, School Business Manager	Adjustments made as required		
Area 3: To improve the delivery of information to disabled pupils/parents	Information Environment	Information/written information e.g. newsletters, school	SENDCo IT Manager	Potential software purchases to enable information	Delivery of information for	September 2024

<p>so information is available equally to all pupils.</p>		<p>reports to be available in a range of alternative formats when specifically requested</p>	<p>Office staff</p>	<p>to be adapted.</p>	<p>disabled pupils/parents improved</p>	
		<p>All areas signposted clearly in and around school</p>	<p>Class teachers, SENDCo, School Business Manager</p>	<p>Signage purchased/created.</p>	<p>Pupils will be familiar with their learning and play environment.</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 reviewed by SENDCo. It will be approved by the governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Intimate Care policy

Date Prepared: January 2024

Date Approved by Governing Body: February 2024

Date to be reviewed: February 2027