



St. Aloysius' Catholic Primary School

Equality and Accessibility Plan

At St. Aloysius' Catholic Primary School, our school motto of 'be ambitious for the higher gifts' underpins our school policies and practices including the Equality and Accessibility Plan.

- We aspire to give all children a safe environment in which they feel secure and are able to learn.
- We provide children with a variety of high-quality learning experiences and work hard to ensure that these opportunities are open to all.
- We promote an ethos that values each individual member of our school community and in which all feel included.
- We work hard to ensure that there are no invisible children at our school by recognising everyone's uniqueness and by celebrating success in many different forms.
- We aim to be a school where all learn, grow and flourish.

This Equality and Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Equality and Accessibility Plan.

Under schedule 13 of the Equality Act 2010, the school has a duty to make reasonable adjustments for disabled pupils to give them the same level of access enjoyed by other pupils and to help them avoid substantial disadvantage.

For the purposes of the Equality Act 2010, a person has a disability if:

1. He or she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his or her ability carry out normal day-to-day activities.

The Equality and Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.



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Objectives

St. Aloysius' Catholic Primary School is committed to providing an environment that 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. We are 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.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

Our Equality and Accessibility Plan shows how access has been improved in recent years for disabled pupils, staff and visitors to the school and outlines those measures that will be taken within a reasonable timeframe.

The Equality and Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. It contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities, such as physical aids, as necessary and within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; the information should be made available in various preferred formats within a reasonable timeframe.

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



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

1. Behaviour Management Policy
2. Health & Safety Policy
3. School Improvement Plan
4. Special Educational Needs Policy
5. Teaching and Learning Policy

The Equality and Accessibility Plan will be published on the school website.

The Equality and Accessibility Plan will be monitored by our governors with our INCo, SENCo and Headteacher every two years. It will be resourced, implemented, reviewed and revised as necessary and reported on annually.

The preparation, publication, review, revision and implementation of the Equality and Accessibility Plan may be monitored by OFSTED in relation to Schedule 10 of the Equality Act 2010 (accessibility for disabled pupils).

The priorities for the Equality and Accessibility Plan for our school were identified by the Headteacher, INCo and SENCo.

Signed Head Teacher

Signed Chair of Governors

Date February 2021

Review February 2025



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Area of Development	Action	Success Criteria
Communication in school.	<p>Supply all teachers and support staff with an array of visual symbols to aid communication with pupils who have EAL, ASD or learning disabilities.</p> <p>Staff to be trained in Oxford Signing.</p>	Pupils with EAL, ASD or disabilities will be able to understand instructions with pictorial clues and through the use of sign language and communicate using these as required.
Physical access to school.	To provide access ramps to the EYFS area.	Pupils with physical needs will be able to access the school building in a safe way
Inclusive curriculum	<p>Maintain the Hive as a specialist resource within school with experienced, trained staff and adequate additional support and resources as required.</p> <p>Where appropriate, additional resources to be bought for specialist needs.</p>	Pupils with specific needs will have access to mainstream school, complemented by high quality resources, allowing flexible access to class and support for their learning.
Staff training	All support staff and teaching staff to have access relevant training to support the pupils in their class and to be trained in specific areas of need as required.	Pupils will be able to access school provision and be supported in their learning because of appropriately trained staff.