

St Francis of Assisi Church of England Primary School

Accessibility Plan 2021-2025

(This will be updated every four years)

February 2021 (to be reviewed February 2025)

The Purpose of this Plan

This plan shows how St Francis of Assisi Church of England Primary School intends, over time, to increase the accessibility of our school to support equality for all, including staff, parents/carers and visitors.

'Equality Act 2010 and Schools' Guidance Key Points.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. In **May 2014**, The Department for Education produced a non-statutory, advisory document for school leaders, school staff, governing bodies and local authorities. It was produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment.

According to the Equality Act Advice Document:

- *Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.*
- *Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.*

Protected Characteristics and Association

It is unlawful for a school to discriminate against a pupil, prospective pupil or another person with whom a pupil is associated by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Equality Information and Objectives

Throughout all aspects of the curriculum, St Francis of Assisi Church of England Primary promotes tolerance and friendship and we share an understanding of a range of religions and cultures through the York Diocesan RE syllabus. Our Collective Worship themes follow a range of topics linking to SMSC, Christian Values and British Values. Our Behaviour and Anti-bullying Policies, assemblies dealing with relevant situations and involvement with the local communities, enable pupils to address equality issues. We welcome engagement with all staff members, parents and, of course, pupils if issues were to arise. At St Francis of Assisi Church of England Primary School, we recognise that the public sector equality duty has three aims and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not.

The Leadership Team and Governors at St Francis of Assisi Church of England Primary School will annually resource, implement and review the accessibility plan as necessary with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

We aim to provide the best education for all at St Francis of Assisi Church of England Primary School. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

This plan will be published on our website. It will also be made available on request to any current or prospective parent who requests it. We will also hand this plan to any parent of a child with disabilities who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

Related documents:

- School Vision and Values
- Equality Policy
- SEND Policy
- Behaviour and Anti-Bullying Policy
- Child Protection Including Safeguarding Policy
- Curriculum Policies

Current Range of known disabilities:

At present we have no wheelchair dependent pupils but some family members use a wheelchair or have mobility difficulties.

The school has children with a range of disabilities which include moderate and specific learning disabilities and medical conditions.

St Francis of Assisi Church of England Primary School Accessibility Planning Responsibilities:

1. **Increase access for all pupils to the school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
2. **Improve access to the physical environment of school** (this includes improvements to the physical environment of the school and physical aids to access education).
3. **Improve the delivery of written information for all** (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Areas of focus	Rationale	Actions and responsibilities	Success Criteria
1. Increase access for all pupils to the school curriculum.	Improving teaching and learning lies at the heart of the school's work for all pupils. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. They will aspire to greater heights and continue to flourish beyond our school community.	Support staff in developing their knowledge through CPD appropriate to the needs of children – including specific support from other agencies/professionals. Regular staff updates linked to the needs of pupils across school – within dedicated staff meeting time. Ensure all classrooms are dyslexia friendly for adults and pupils. Ensure staff make reasonable adjustments so that the pupils are catered for individually. Purchase of software and hardware through SENDCO. Risk assessments for visits and clubs to be full prepared for all pupils. Applications for additional high needs funding from the LA through the SENDCO where appropriate. Provide space for pupils to be able to develop their own beliefs and needs.	All pupils are effectively supported with reasonable adjustments, staff knowledge and the environment so that they make positive progress and flourish within and beyond the school.
2. Improve access to the physical environment of school.	Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.	Ensure use of disabled parking space is identified for visitors to use. Lift to be regularly serviced and in action for pupils and visitors. Individual plans created for pupils including risk assessments to access all parts of the school. Ensure staff make reasonable adjustments so that the pupils are catered for individually. Ensure access needs during any recruitment process or events within school. Develop regulation zones and sensory resources to support pupils with specific needs and programmes. Continued STRIVE support by Future Steps.	Pupils, visitors and staff are catered for to ensure full access to the school environment. Reduced risk of injury when in the school environment. Pupils are ready to learn throughout the day and are supported with their needs.
3. Improve the delivery of written information for all.	This will include planning to make written information that is normally provided by the school to its pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' and parents' disabilities and preferred formats. These should be made available within a reasonable timeframe.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Provide information in other languages for pupils or prospective pupils. Ensure all staff are aware of guidance on accessible formats. Support staff in developing their knowledge through CPD appropriate to the needs of children – including specific support from other agencies/professionals.	All parents receive information in a form that they can access. All parents understand what the headlines areas of the school information. Staff able to support pupils with dyslexia leading to improved self-esteem and pupil outcomes. Pupils integrate quickly into school and are able to access the curriculum.