



# St Charles Borromeo Catholic Primary School

## Accessibility Plan



St. Charles Borromeo  
CATHOLIC PRIMARY SCHOOL  
AND NURSERY

St Charles Borromeo School is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students, staff, parents and visitors regardless of Special Educational Needs or Disabilities.

St Charles Borromeo School is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion. We aim to do this through educating our children and parents using various themes and using charities such as Just Different and Parkinson's UK.

St Charles Borromeo School is committed to improving the physical environment of the school, the curriculum within the school and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and St Charles Borromeo School's Equality Policy.

This plan operates alongside the St Charles Borromeo SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

St Charles Borromeo School acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

St Charles Borromeo School website will make reference to this Accessibility Plan.

The Plan will be monitored by the Governing Body and monitored accordingly.

This plan was updated in September 2022.

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Objective	Progress	Aims	By Whom	By When
<p><b>To improve the extent by which disabled pupils can participate in the school's curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Disabled students follow the same curriculum as other students who are not disabled.</li> <li>• Disabled students are invited to attend all school trips and supported in doing so if needed.</li> <li>• Planning takes place in advance to enable students to participate in trips and extracurricular activities. Individual risk assessments are carried out, where applicable.</li> <li>• Communication and relationships with parents in this regard is strong.</li> <li>• Disabled students requiring additional resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met.</li> <li>• Students who take part in choir, for example, have their additional interventions moved to support this.</li> <li>• All children irrespective of ability are able to</li> </ul>	<ul style="list-style-type: none"> <li>• To audit the school for students who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers.</li> <li>• To ensure that registered disabled children or those considered disabled are identified, where possible before admission to the school so arrangements can be made to ensure a smooth transition e.g. meeting with parents/carers to identify specific needs and access to the curriculum as well as liaising with previous education settings. Please note, we also encourage any parents/carers to make us aware of any reasonable adaptations that may support them if they have a disability e.g. access for a Guide Dog.</li> <li>• To ensure <b>all</b> staff are aware of disabled students and make reasonable adjustments and plan for their needs within school</li> </ul>	<p>SENDCo SMT</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Termly</p> <p>When the need arises but at every annual Summer transition meeting</p>

	<p>represent their school at something (should they wish), before leaving St Charles. For example all pupils who wish to represent their school at sport will be given at least one opportunity.</p> <ul style="list-style-type: none"> <li>• Staff routinely give additional time to ensure lessons are fully accessible.</li> <li>• Specific staff have been trained to support pupils with their disability and to raise their awareness e.g. through physiotherapy</li> <li>• Students who are disabled have achievement celebrated on all levels.</li> <li>• Specific software to support disabled pupils has been used.</li> </ul>	<p>trips or extra-curricular activities.</p> <ul style="list-style-type: none"> <li>• Brief all staff and ensure they have adequate training on meeting the needs of disabled students during the school day and where necessary on trips and extracurricular activities.</li> <li>• Monitor the uptake and promote/expand if possible, the extra-curricular activities available to disabled students.</li> <li>• Ensure students with a disability are trained to use the IT resources available and specific to their needs.</li> </ul>	<p>SENDco</p> <p>SENDCo SMT</p> <p>SENDco ICT coordinator</p>	<p>On-going</p> <p>Termly</p> <p>On-going, when applicable</p>
<p><b>To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of the educations, benefits, facilities and services offered by the school.</b></p>	<ul style="list-style-type: none"> <li>• Children are given additional time to transition around the buildings.</li> <li>• Access to the bank in the playground has been created and handrails for the steps incorporated.</li> <li>• When deemed necessary classrooms have been swapped round e.g. Year 5 and 6 (which has stairs)</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that the buildings are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, contrast flooring is available.</li> <li>• Ensure disabled parking arrangements are in place for all students with a disability and that the school</li> </ul>	<p>HT Resources and Health and safety committee with support from Xavier CET Premises management</p>	<p>Annually</p>

<b>To ensure that disabled adults are able to make best use of the facilities and that reasonable adjustments are made to accommodate the needs of disabled staff</b>	<p>in order to meet the needs of specific pupils, parents or staff.</p> <ul style="list-style-type: none"><li>• Disabled toileting facilities are in place and available.</li><li>• Students who are disabled have access to disabled parking bays and flexible access to the school buildings and gates. Two marked disabled parking bays have been created to allow easy access into school.</li><li>• Reasonable adjustments have been made to staff's working conditions when a specific need has been identified.</li><li>• 'The Rainbow Room' has been created to meet the physical and sensory needs of some pupils and those who may have difficulty regulating their emotions.</li><li>• A multi-functional room (called 'Carlo's Room') has been created next the Nursery. It is accessible to all and has tables that can be adjusted in height and also low level sinks.</li><li>• LED lighting has been fitted across the school to</li></ul>	<p>is flexible about the use of these facilities.</p> <ul style="list-style-type: none"><li>• To monitor safety at break and lunchtimes to ensure stability and safety of disabled students.</li><li>• Adapt physical environment where practical and financially viable to reflect the needs of disabled children, parents and staff without disadvantaging others.</li><li>• Add/ or make adjustment to the Rainbow Room, if a specific need arises.</li></ul>	<p>SMT</p> <p>Health and Safety Committee and Xavier CET</p>	<p>Termly</p> <p>Termly</p>
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	<p>reduce the occurrence of flickering (epilepsy risk) and also to improve the clarity of light for all.</p> <ul style="list-style-type: none"> <li>• The Visual Stress Assessment Pack can be used to assess if a child may experience discomfort from looking at text. Reading ruler overlays may be offered to reduce the discomfort.</li> </ul>			
<p><b>To improve the delivery to disabled students of information which is readily accessible to students who are not disabled.</b></p>	<ul style="list-style-type: none"> <li>• Student's work is routinely put in larger fonts when required.</li> <li>• All school information is displayed electronically so parents and students can access at home using compatible software or enlarging screens.</li> <li>• Parents are offered ground floor meeting rooms close to the reception area when meeting to communicate needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• All letters sent home should be in easy to read fonts, as well as sent electronically and monitored to ensure readability.</li> <li>• Larger prints of letters and information should be made available to students and parents regarding trips/ exam timetables etc. if this is their normal working practice.</li> <li>• Training to be offered to staff on aspects of disability to ensure an inclusive curriculum. Investigate what other electronic devices the school can invest in to provide enhanced access to resources.</li> </ul>	<p>SENDCo Office staff</p> <p>SENDCo ICT coordinator</p>	<p>Ongoing</p> <p>Annually through staff training / meetings</p>

Please also see our Equality Policy and where there may be need for consideration of accessibility to school facilities, considerations will be made through discussion with the relevant person/people on a case by case basis to ensure the individual needs of the person are taken into account. This will always be done in a supportive manner.