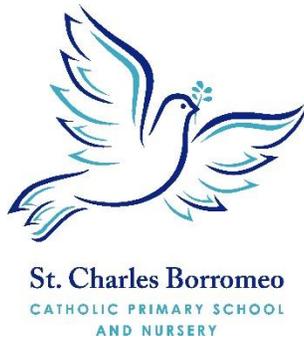


St Charles Borromeo Catholic Primary

Accessibility Plan



St Charles Borromeo 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 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 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's Equality Policy.

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

The plan will be adjusted and reviewed annually.

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

The Plan will be approved by Governors and monitored accordingly.

This plan was updated in April 2021.

	<ul style="list-style-type: none"> • All children irrespective of ability are able to 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. • Staff routinely give additional time to ensure lessons are fully accessible. • Specific staff have been trained to support pupils with their disability and to raise their awareness e.g. through physiotherapy • Students who are disabled have achievement celebrated on all levels. • Specific software to support disabled pupils has been used. 	<p>adjustments and plan for their needs within school trips or extra-curricular activities.</p> <ul style="list-style-type: none"> • 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. • Monitor the uptake and promote/expand if possible the extra-curricular activities available to disabled students. • Ensure students with a disability are trained to use the IT resources available and specific to their needs. 	<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>
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<p>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.</p> <p>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</p>	<ul style="list-style-type: none"> • Children are given additional time to transition around the buildings. • Access to the bank in the playground has been created and hand rails for the steps incorporated. • When deemed necessary classrooms have been swapped round e.g. Year 5 and 6 (which has stairs) in order to meet the needs of specific pupils, parents or staff. • Disabled toileting facilities are in place and available. • 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. • Reasonable adjustments have been made to staff's working conditions when a specific need has been identified. 	<ul style="list-style-type: none"> • 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. • Ensure disabled parking arrangements are in place for all students with a disability and that the school is flexible about the use of these facilities. • To monitor safety at break and lunchtimes to ensure stability and safety of disabled students. • Adapt Physical environment where practical and financially viable to reflect the needs of disabled children, parents and staff without disadvantaging others. • Add/ or make adjustment to the Sensory Room, if a specific need arises. 	<p>HT Resources and Health and safety committee with support from Xavier CET Premises management</p> <p>SMT</p> <p>Health and Safety Committee and Xavier CET</p>	<p>Annually</p> <p>Termly</p> <p>Termly</p>
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	<ul style="list-style-type: none">• A sensory room (called '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.• 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.• LED lighting has been fitted across the school to reduce the occurrence of flickering (epilepsy risk) and also to improve the clarity of light for all.• 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.			
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		enhanced access to resources.		
To ensure that disabled pupils are not victims of bullying or harassment and that positive attitudes towards disabled people is promoted	<ul style="list-style-type: none"> Records are kept of any incidences of bullying or harassment and reported to the governing body. Since the active promotion of disability awareness (legacy of 2012 Paralympics) there has been no reported cases of discrimination or inappropriate language directed at disability. 	<ul style="list-style-type: none"> Continue to promote positive disabled role models in school through the curriculum as well as themed days and visits, such as Just Different, Guide Dogs for the Blind, Parkinson's UK and disabled members of the local community. We aim for at least one day a year to be used to promote explicitly positive disabled role models. Use of Core values education, RE and EPR to address disability and to invite speakers Displaying of positive images reflecting disability around the school. 	HT	Ongoing annually