

Cardinal Newman Catholic Primary School



Accessibility Plan

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

Cardinal Newman School is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

Cardinal Newman 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 Cardinal Newman School's Equality Policy.

This plan operates alongside Cardinal Newman School's SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

Cardinal Newman 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.

Cardinal Newman School website will make reference to this Accessibility Plan.

The Plan will be approved by Governors and monitored through the Local Governing Committee.

Objective	Progress	Aims	By Whom	By When
<p>To improve the extent by which disabled pupils can participate in the school's curriculum.</p>	<ul style="list-style-type: none"> • Disabled pupils follow the same curriculum as other pupils who are not disabled. • Disabled pupils are invited to attend all school trips and supported in doing so if needed. • Planning takes place in advance to enable pupils to participate in trips and extracurricular activities. • Communication and relationships with parents in this regard is strong. • Disabled pupils requiring additional resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met. • Pupils who take part in extra-curricular classes 	<ul style="list-style-type: none"> • To audit the school for pupils who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers. • To ensure all staff are aware of disabled pupils and make reasonable adjustments and plan for their needs within school trips or extra-curricular activities. • To revise the transition forms to ensure that registered disabled children or those considered disabled are identified immediately at transition. • Brief all staff and ensure they have adequate training on meeting the needs of disabled pupils on trips and extracurricular activities. 	<p>SENDCo</p> <p>Senior Leadership Team</p>	<p>May 2022</p>

	<p>within the school day for example, have their additional interventions moved to support this.</p> <ul style="list-style-type: none"> • Staff routinely give additional time to ensure lessons are fully accessible. • Specific staff have been trained to do low level physiotherapy interventions and wheelchair handling for specific children in specific circumstances. • Pupils who are disabled have achievement celebrated on all levels. • PC's are user friendly for disabled pupils • Resources are user friendly and One Page Profiles are used by staff. 	<ul style="list-style-type: none"> • Monitor the uptake and expand if possible the extra-curricular activities available to disabled pupils • Training to be offered to staff on disability discrimination and creating an inclusive curriculum. • Ensure pupils with a disability are trained to use the IT resources available and specific to their needs. 		
<p>To improve the physical environment of the school for the purpose of increasing</p>	<ul style="list-style-type: none"> • Children are given additional time to transition around the buildings. 	<ul style="list-style-type: none"> • To ensure that the buildings are maintained and in keeping with the Equality Act, doors are 	<p>Finance Manager</p>	

<p>the extent to which disabled pupils are able to take advantage of the educations, benefits, facilities and services offered by the School.</p>	<ul style="list-style-type: none"> • School now benefits from high contrast edging and hand rails in all major routes for pupils and staff travel around the school. • The site is all on one level, giving access to all disabled pupils for all aspects of the curriculum • Disabled toileting facilities are in place and available. • There is a Disabled parking bay available for disabled pupils, parents / guardians or carers. • Adapt physical environment where practical and financially viable to reflect the needs of disabled children without disadvantaging others. 	<p>easy to open, contrast flooring is available.</p> <ul style="list-style-type: none"> • Ensure disabled parking arrangements are in place for all pupils, parents/guardians or carers with a disability and that the school is flexible about the use of these facilities. • To investigate safety in lunch hall queues to ensure stability and safety of disabled pupils. • To investigate the possible safe spaces for disabled pupils. 	<p>Office Manager</p>	
<p>To improve the delivery to disabled pupils of information</p>	<ul style="list-style-type: none"> • Pupils' work is routinely put in larger fonts when required. 	<ul style="list-style-type: none"> • All letters sent home should be in easy to read fonts and monitored to 	<p>SENDCo Admissions</p>	

<p>which is readily accessible to pupils who are not disabled.</p>	<ul style="list-style-type: none"> • All school information is displayed electronically so parents and pupils can access at home using compatible software or enlarging screens. • As the school is all on one level, all parents are able to access the building for meetings and other school events. • Information to pupils is communicated frequently and effectively via class teachers and assemblies. 	<p>ensure readability for parents.</p> <ul style="list-style-type: none"> • Larger prints of letters and information should be made available to pupils regarding trips/ assessment dates etc. where this is their normal working practice. • Training to be offered to staff on disability discrimination and creating an inclusive curriculum. • Investigate what other electronic devices the school can invest in to provide enhanced access to resources. 	<p>Class teachers</p>	
---	--	---	-----------------------	--