



The Cathedral Catholic Primary School Accessibility Plan 2015 – 2018

School Mission Statement

At The Cathedral Catholic School we are safe and cared for; we make Christ known and loved, using his example to strive for excellence in all we do.

In close partnership with parents and the parish of The Cathedral and St Thomas More, we aim to deliver an outstanding and distinctive Catholic education with Christ at its heart. Each person's unique value is recognised and nurtured so that, through God's grace we can grow, learn and realise our full potential. We use our gifts and talents for the glory of God and in the loving service of others, proclaiming the Gospel and striving for the values of the Kingdom of God.

We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer

Here at Cathedral Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from November 2015 - March 2018.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Accessibility Plan 2105-2018

TARGETS	STRATEGIES	OUTCOME	TIMESCALE	ACHIEVED
Equality and Inclusion				
Accessibility Plan and Equality Statement to be an annual agenda item at Governors meetings.	Clerk to Governors to add to list of required publication details	Adherence to current legislation	Annually	
Physical environment				
Ensure that all areas of building and grounds are accessible for all children and adults. Continue to improve access for all.	SEN staff to audit accessibility of school buildings and grounds. Governors Buildings Committee to check accessibility.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Audit - March 2016 <u>Long Term</u> To be reviewed annually	
Ensure any proposed building projects are accessible to everyone	Project Manager appointed will ensure compliance with building regulations.	Any new construction will be fully accessible	Until new construction finishes	
Curriculum				
Continue training for teacher and support staff on different aspects of SEN including differentiation when required	Review the needs of children with specific issues, provide relevant training	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. Needs and expertise will change over time.	On going	
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENCO and class teachers will ensure appropriate testing and reports are provided in order to apply for access arrangement	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	On going	
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all requirements.	On going	
Written/Other information				
Availability of school brochure, newsletters and other information for parents/ carers in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	On going	
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL team and school staff for key information for EAL families. Website is available with in all languages	School information will be available for all.	Ongoing as needed	