St. Anne Line Catholic Junior School



Accessibility Plan

Reviewed: March 2025

ST. ANNE LINE CATHOLIC JUNIOR SCHOOL

Accessibility Plan

Wickhay,
Basildon
Essex.
SS15 5AF

Date of Policy:	March 2025
Date last review adopted by Governing Body:	October 2020
Date of next review:	March 2028

With Jesus, through the St Anne Line Way,
We Love, We Learn, We Share, We Pray.

Together, we grow Our School each day

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

St. Anne Line Catholic Junior School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

St. Anne Line Catholic Junior School supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

- As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

Most of the school building and playground is accessible for a child, or visitor in a wheelchair. Any area which is not directly accessible can be accessed via an alternative route.

The Current Range of Disabilities within St. Anne Line Catholic Junior School

- The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Cerebral Palsy and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.
- We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in school and a record of use is noted. The school also has an emergency inhaler. Inhalers are taken to all off site events attended by the children.
- Some children have allergies or food intolerances/cultural food choices. Epi-pens are kept in school and a record of use is noted. Key staff receive training.
- All medical information is collated and available to all staff.
- All children taking medication, or with a recognised disability have a frequently reviewed Care Plan.
- We have competent First Aiders who hold current First Aid certificates. There is always a first aider in attendance on the playground at playtime and lunchtime.
- All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Action Plan

Our objectives on our Action Plan are to:

- Ensure equality and inclusion
- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Strategies	Outcome	Time Frame
EQUALITY AND INCLUSION			
Improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.
Ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.
Ensure children and staff recovering from a serious medical condition has minimal risk of contracting infections.	Parents and staff to be reminded of need to inform school about infections that might cause problems.	Prevention of infections being spread.	On-going.

CURRICULUM			
Increase access to the curriculum for pupils with a disability.	SENDCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.
Ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.
Provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment, after specialist consultation, as needed e.g. pencil grips, headphones, writing slopes, chair slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCO.
Meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of prompts, equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.
PHYSICAL ENVIRONMENT			
Improve and maintain access to the physical environment.	Audit of accessibility of school buildings and grounds by Site Manager and Governors. Suggest actions and implement as budget allows	Modifications will be made to the school building to improve access.	On-going.
WRITTEN / OTHER INFORMATION			
Improve the delivery of written information to pupils, parents and other members of the school community.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.
Ensure that parents who are unable to attend school, because of a disability, can access Parents' Consultations.	Staff hold Parents' Consultations by phone, or send home written information. Signers or translators requested as needed.	Parents are informed of their children's progress.	Termly.

Links with Othe Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy

Saint Anne Line Catholic Junior School is a level one Rights' Respecting school. At the heart of our school is the Convention for the Rights of the Child (CRC). This is evident in our planning, policies, practice and ethos.

- **Standard A: Rights-respecting values underpin leadership and management**
  The best interests of Saint Anne Line pupils are a top priority in all actions. The values and principles of the CRC at the heart of this policy.
- **Standard B: The whole school community learns about the CRC**
  The Convention is made known to children and adults. They use this shared understanding to work for global justice and sustainable living.
- **Standard C: The school has a rights-respecting ethos**
  Children and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.
- **Standard D: Children are empowered to become active citizens and learners**
  Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Saint Anne Line pupils develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.