



Accessibility Policy

Mission Statement

Botwell House Catholic Primary School is distinguished by the care, courtesy and concern extended to all its members, regardless of cultural differences and strives to follow the teachings of Jesus Christ to:

“Love one another as I have loved you”

Through an effective partnership between home, school and parish and through a broad and balanced curriculum, each valued individual is encouraged to grow in their journey of faith and strive towards excellence.

Botwell House Catholic Primary School seeks to ensure that all pupils receive a full-time education which maximises opportunities for each pupil to realise his/her potential.

Current revision:	<u>21.03.2025</u>
Date for further revision:	<u>21.03.2028</u>
Delegated to:	Finance and Premises Committee
Reviewer:	F. Howard

1. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our 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.

Botwell House Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education) Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Development and application of a specific pupil based risk assessment for any child or staff member falling under the equality act with their needs met by appropriate control measures and mitigations.

Ensure improvements are made to the existing fabric of the building to support equality, and likewise ensure all new projects meet full compliance with the disability act and building control. Governors to hold the school accountable with respect to meeting the school's access provision and legal duty. Governors are responsible for auditing need against provision, identify shortcomings and ensure suitable and timely action plans are developed.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The 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.

2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Investment by all in the review of the Accessibility Policy	<p>All staff to have read the Equality Act 2010.</p> <p>Pupils able to contribute their thoughts on what works well and potential changes to be made</p>	<p>Equality Act 2010 and Accessibility Policy to be added to CPOMS</p> <p>Pupil voice to be gathered via school council meetings.</p>	KO (Headteacher)	July 2025	<p>All staff will confirm that they have read the Equality Act 2010 and accessibility Policy</p> <p>Pupils are consulted and their views are gathered and reflected in Accessibility Policy</p>
The setting is reasonably adjusted	<p>Designated, low sensory areas are available in the setting</p> <p>Signs are supported with visual symbols for those with communication and learning difficulties</p>	SLT to conduct site walk and decide on potential, appropriate areas	Termly Starting Sept25		At least two areas will be designated as potentially appropriate as reduced sensitivity areas
The setting is inclusive	Pupils with SEN/D will be included in student forums such as school council	Staff informed that during elections, teaching staff will be required to choose one pupil.	First week of each academic Year (Sept)		At least one member of school council in each year group will be representative of pupils with SEND

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The curriculum is inclusive	<p>Pupils and their families are fully involved in the review of individual plans regarding curriculum access</p> <p>The attainment gap between pupils with SEND and those without SEND is being reduced over time</p> <p>The progress made by pupils at 'SEN Support' and with an EHCP is as good as that made by pupils with SEND nationally</p>	<p>Review dates will be visible on the school calendar</p> <p>Pupil's attainment is regularly monitored through assessment and interventions put in place as appropriate</p>	FH (Inclusion Manager)		<p>All families of pupils with SEND will attend 3 review meetings per year</p> <p>The attainment gap between pupils with SEND and those without SEND will be reduced</p> <p>Pupils with SEND make progress that is in line with or better than progress made by pupils with SEND nationally</p>

1. Monitoring arrangements:

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Finance and Premises Committee.

2. Links with other 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 (SEN) information report
- Supporting pupils with medical conditions policy
- Inclusion Policy