Accessibility plan

St Vincent's School – A Specialist School for Sensory Impairment and Other Needs

Approved by: Mr. D Swanston	**Date: January 2023**
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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 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.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the school.

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 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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DAT TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	• Our school offers a differentiated curriculum for all pupils' – this includes full access to the National Curriculum, The Curriculum Framework (CFVI) and Enriched curriculum. • We use resources tailored to the needs of pupils who require support to access the curriculum – this includes, but not limited to braille, large print, audio, Low Vision Aids (LVA's) • Curriculum resources include examples of people with disabilities – this includes co-production work i.e., CMOs recommendations. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with VI & additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils.	• All pupils' have access to modified materials appropriate to their learning needs. • To continue to be embedded through the curriculum and include external visits and opportunities. • Children & YP are provided with the opportunity to be part of and develop material through co-production. • Target reviews are set and monitored where appropriate – via CM, PPs/ALs	Continue to assess, review, and implement any changes alongside appropriate policies and procedures.	NE & SLT	July 2023	Full access to all curriculum areas in all formats. Wide range of resources and equipment available – this includes access technology, LVAs and work modification. Resources have examples of children and YP with VI. Co-production work includes the lived experience of children YP with VI.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DAT TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width (long cane users) • Disabled parking bays • Disabled toilets and changing facilities • Practical and adjustable learning spaces for wheelchair access i.e., food technology	• All areas accessed by all children, YP and staff in school is accessible to meet individual needs.	Continue to assess, review, and implement any changes alongside appropriate policies and procedures.	DS & SLT	July 2026	There are no barriers to accessing physical environment at St Vincent's. This includes wider facilities including the community café.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Audio • Social Stories • Pictorial or symbolic representations where appropriate	• Ensure that all communication in school is in a range of formats and accessible.	Continue to assess, review, and implement any changes alongside appropriate policies and procedures.	DS & SLT	July 2026	All communications are accessible in a range of formats including, but not limited to large print, braille and audio formats.