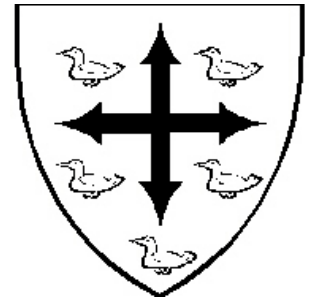


St. Edward's Catholic Primary



School Accessibility: Policy and Plan 2019-2022

Policy updated: Spring 2019

**Through God's Grace
We Grow And Learn**

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability day activities.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ✕✕ not to treat disabled pupils less favourably for a reason related to their disability
- ✕✕ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- ✕✕ to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ✕✕ increasing the extent to which disabled pupils can participate in the school curriculum
- ✕✕ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- ✕✕ improving the delivery to disabled pupils/parents of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of St. Edward's Catholic Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. St. Edward's Catholic Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Health Care Plans will be made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

St. Edward's Catholic Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- ✚ setting suitable learning challenges
- ✚ responding to pupils diverse needs
- ✚ overcoming potential barriers to learning and assessment for individuals and groups of pupils.

St. Edward's Catholic Primary promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Context

St. Edward's Catholic Primary School was built in 1974. Access to the school building is varied (steps, a ramp and level access) and cloakroom areas are narrow. Stairs lead up from the library but there is a lift here too. There is no disabled toilet. Classrooms cannot easily accommodate additional physical resources to support a child with specific needs. As a result, we aim to meet individual pupils' needs on an individual basis.

The progress of all children including disabled pupils and all SEN pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips, after-school clubs etc. to meet the needs of children with specific needs.

Attendance of any disabled pupils is monitored and where issues of illness are a particular feature of their disability the necessary adaptations to the school day will be made.

Information from pupil data and school audit

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities. In Spring 2019, this includes:

- ✚ Asthma
- ✚ Autistic spectrum
- ✚ Allergies
- ✚ ADHD
- ✚ Slight hearing loss
- ✚ Heart conditions

At present we have no permanent wheelchair dependant pupils, parents or members of staff.

Action plan 2019-2022

The following pages contain our planned actions around three broad aims. Notes in *italics* are on-going actions, included here for information to parents / carers, and to act as prompts in the review process for staff and governors.

Action plan 2019-2022

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at St. Edward's Catholic Primary plan and deliver outstanding lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

target	actions	timescale	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly, with full review and update in Autumn term annually</i>	<i>Headteacher Assessment Co-ordinator SENDCo Governing Body</i>	<i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is updated regularly and posted on school website</i>
<i>Identification of pupils who may need additional / different provision</i>	<i>Liaise with nursery providers to review potential intakes</i>	<i>Annual</i>	<i>EYFS teacher in the first instance</i>	<i>Necessary procedures / equipment / ideas in place by September</i>
<i>Increased skills and confidence of all staff in differentiating the curriculum</i>	<i>Be aware of staff training needs and assign CPD accordingly</i>	<i>On-going and as required</i>	<i>Headteacher SENDCo</i>	<i>Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation</i>
<i>Use ICT software to support learning</i>	<i>Make sure software installed where needed</i>	<i>On-going and as required</i>	<i>SENDCo</i>	<i>Wider use of SEN resources to support learning</i>
<i>Compliance with the Equality Act 2010</i>	<i>Review all statutory policies to ensure that they reflect inclusive practice and procedure</i>	<i>On-going</i>	<i>Headteacher Governing Body</i>	<i>No policy conflicts with principles of equality of opportunities for all</i>
<i>Collaboration and sharing between school and families</i>	<i>Maintain close liaison with parents.</i>	<i>On-going</i>	<i>Headteacher Teachers Teaching Assistants</i>	<i>Clear, collaborative working approach</i>

<i>Collaboration between all key personnel</i>	<i>Maintain liaison with outside agencies for pupils with on-going health needs</i>	<i>On-going</i>	<i>Headteacher Teachers Teaching Assistants Outside agencies</i>	<i>Clear, collaborative working approach</i>
<i>Raise attainment and narrow any gaps in attainment that may exist</i>	<i>a) Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents</i>	<i>Termly</i>	<i>Headteacher, Assessment Co-ordinator, SENDCo, Teachers Parents</i>	<i>Progress made towards PLP targets Assessment shows clear steps and progress made</i>
<i>Raise attainment and narrow any gaps in attainment that may exist</i>	<i>b) Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents</i>	<i>Termly</i>	<i>Headteacher, Assessment Co-ordinator, SENDCo Teachers Parents</i>	<i>Assessment shows clear steps and progress made</i>
<i>Opportunities for children to see positive role models with disabilities</i>	<i>Visitors into school, particularly during themed weeks Continued purchase of Materials, texts and images which portray positive images of people with disabilities</i>	<i>On-going</i>	<i>School Leaders Teachers</i>	<i>Resources are easily visible Planning shows consideration of possible visitors to school / use of texts etc. Positive attitudes towards those with disabilities and towards principles of inclusion</i>
<i>Review PE curriculum to ensure PE accessible to all</i>	<i>Teachers and coach's make accessible to all</i>	<i>On-going</i>	<i>Teachers Coaches</i>	<i>All to have access to PE and be able to excel</i>
<i>Pupils, staff and parents / carers are aware of consequences in the event of negative disability-related language</i>	<i>PHSE curriculum to cover use of positive language, include reference to negative disability-related language</i>	<i>On-going</i>	<i>Headteacher Teachers</i>	<i>Negative disability related language is not used</i>
<i>Raised awareness of disability issues, including harassment</i>	<i>Through PSHE curriculum</i>	<i>On-going</i>	<i>Headteacher Teachers</i>	<i>PSHE curriculum in place Long term planning and topic plans demonstrate coverage</i>

Action plan 2019-2022

Aim 2: To improve access to the physical environment

St. Edward's Catholic Primary School keeps resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Building work in the past decade has ensured that the school is partially accessible. We continue to consult with advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

target	actions	timescale	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly, with full review and update Policy every 3 years</i>	<i>Headteacher SENDCo Governing Body, particularly Health and Safety Governor and G.P. sub-committee</i>	<i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is updated and posted on school website</i>
<i>Physical environment of school remains attractive and engaging for all</i>	<i>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</i>	<i>On-going</i>	<i>Senior Leaders Governors</i>	<i>Enabling needs to be met where possible</i>
<i>Visually stimulating environment for all children</i>	<i>Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning</i>	<i>On-going</i>	<i>Teachers Teaching Assistants</i>	<i>Monitoring shows all aspects are at least good, with few essential actions: learning environment walks physical environment checks</i>

<i>Awareness of access needs of pupils, staff, governors, parent / carers and visitors with disabilities</i>	<i>Create access plans for individual disabled pupils as part of the PLP process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers Consider access needs during recruitment process</i>	<i>As required Induction and on-going if required Admissions form for new parents / carers Recruitment process</i>	<i>Senior Leaders</i>	<i>Needs are met</i>
<i>Pupils with medical needs are fully supported</i>	<i>Provide training in use of Epi-Pen Team Teach First Aid/Medical training needs that arise</i>	<i>As needed Annually 3 Yearly</i>	<i>Headteacher</i>	<i>Employees receive the training</i>
<i>Roads and paths around school are as safe as possible</i>	<i>Communication with parents via safety messages / letters Bikeability for Year 5 children</i>	<i>On-going</i>	<i>Senior Leaders Health and Safety Governor</i>	<i>No accidents</i>
<i>All pupils with mobility issues can be safely evacuated</i>	<i>Emergency evacuation plans are in place and up-to-date, and that staff (including new staff) are aware</i>	<i>On-going</i>	<i>Headteacher</i>	<i>In-place Successful fire drills</i>
<i>Layout of school allows access for all pupils to all areas:</i>	<i>Consider needs of disabled pupils, parents / carers or visitors when considering any redesign</i>	<i>As required</i>	<i>Headteacher Governors</i>	<i>Work carried out meets criteria set out by any experts consulted</i>
<i>Bid for a disabled toilet with easy access</i>	<i>Place bid into the diocese Include in Buildings Plan</i>	<i>Annually</i>	<i>Headteacher Governors</i>	<i>Any work carried out meets criteria set out by any experts consulted</i>

All with mobility issues can be safely evacuated	Update the Fire Management Policy to ensure adequate strategy for assisting pupils / visitors and staff who have disabilities to evacuate	Autumn 2019 and annually	Headteacher	In-place Successful fire drills
Pupils with medical needs are fully supported	Review Medicines Policy	Annually	Headteacher Governors	Reviewed policy is approved and in place
Improved access for visually impaired people	Paint yellow strip marks on step edges around school	On-going	Superintendent	Work carried out
Consider wider physical environment in which teaching and learning takes place	Investigate other venues to confirm that physical access is suitable; e.g. swimming pool	On-going	SLT	Written confirmation or inspection of the venue
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness Consider costs of coach with easier access	As required	Educational Visits Governor Headteacher	EVOLVE form and risk assessments all completed All pupils in school able to access all educational visits and take part in a range of activities
Informed decisions are made with regard to accessibility	Health and safety audits are carried out with additional consideration of accessibility	Termly	Headteacher Health and Safety Governor	Audits inform future Accessibility Policy and Plans
Informed decisions and challenge are made with regard accessibility	Governing body list awareness of accessibility / Disability Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new governors	On-going	Headteacher Chair of Governors	G.P. sub-committee challenges and support around disability

Action plan 2019-2022

Aim 3: To improve communication between school and pupils, parents / carers

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.

We wish to engage all of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters usually via e-mail, website.

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

target	actions	timescale	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly, with full review and update in Autumn term annually</i>	<i>Headteacher SENDCo Governing Body</i>	<i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is updated and posted on school website</i>
<i>All pupils feel confident to fully disclose information with regard to their disabilities</i>	<i>Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively – do so via circle times, assemblies; in addition: within curriculum (e.g. whole school themed weeks)</i>	On-going	Headteacher Teachers	<i>Positive feedback from pupils Lesson observations Curriculum in place Long term planning and topic plans</i>
Pupils: All pupils (and staff) are fully aware of the definition of disability and examples	Curriculum including whole-school themes around humans and PSHE, with this in mind	On-going	Headteacher Teachers	Pupil interviews Curriculum in place Long term planning and topic plans Health & Fitness Week plans
Pupils: annual reviews of children with SEN are as accessible as possible	Review how child-friendly PLPs are	On-going	Headteacher SENDCo	Revised processes in place Positive user feedback

<p>Parents: Produce large print written communication when necessary</p>	<p>Large print documents produced</p>	<p>As necessary</p>	<p>Headteacher Admin Staff</p>	<p>Large print available when requested</p>
<p>Parents: gather information about new parents and accessibility needs</p>	<p>Amend induction form to include question about accessibility needs of parents / carers</p>	<p>Given out annually</p>	<p>Headteacher Admin Staff</p>	<p>Completed forms</p>
<p>Both: website is accessible to those who are visually impaired or who have difficulty in reading English</p>	<p>Seek confirmation that school website is suitable; for those with English as an additional language seek link to Google Translate feature</p>	<p>On-going</p>	<p>Headteacher</p>	<p>Written confirmation</p>