



Living, loving and learning with God

ST Mary's RC Primary School

Accessibility Plan

Agreed by: St Mary's Governing Body

Date: April 2017

Review Cycle: 3 years

Next Full Review Date: Feb 2020

All the St Mary's School policies should be read in conjunction with the Equality Policy.

If you require a copy of this document in large print, braille, audio format, or paper please contact the School Office.

St Mary's RC Primary School

Accessibility Policy and Plan: 2017-2020

Introduction

We believe that this Accessibility Plan is compliant with current legislation and requirements. Please read in conjunction with the school's Equalities Policy.

Definition

The definition of disability under the law is a wide one. A disabled person is someone who has, "a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities"

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy Muscular Dystrophy, Mental health issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HI. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

What the Policy Does

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability

E.g. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment of the school, adding specialist facilities as necessary

E.g. This covers improvements to the physical environment of the school and physical aids to access education.

3. Improve the delivery of written information to pupils, staff, parents, carers and visitors with disabilities

Examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable period.

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

Current position

At St Mary's Primary School, we are fully committed to establishing equality for all pupils, their parents, carers, staff and other users of the school. We treat children as individuals, including those with disabilities. At St Mary's we want each and every child to enjoy school, have high self-esteem, to respect and care for others and to know how to be healthy and safe and to achieve well.

St Mary's Planned Admission Number (PAN) is 20 children.

There are 119 pupils on roll. The school currently has 4 pupils either on a Statement of Special Educational Needs or with an Education Health Care Plan. The school promotes an inclusive ethos; adapting provision to accommodate the needs of the individual child as far as is practicable within mainstream education.

Strengths in working with disabled pupils

The school regards its main strengths in working with disabled pupils as:

- Addressing the needs of individual pupils.
- Close communication with parents and carers to ensure we are working together to meet the child's needs.
- Close liaison with a wide range of outside agencies to access expertise as needed.
- Liaising with the Visual Impairment and Hearing Impairment teams to obtain advice and equipment to support pupils with disability
- Providing training for staff in differentiating for pupils within PE lessons

- We have an Educational Psychologist who works closely with staff to advise and provide staff training where appropriate.

Areas that require improvement in the long term

The school's weakness in working with disabled pupils is that the school is a building, with limited potential to make adaptations. There is no provision for wheelchair users within the school

There are very few disabled children within St Mary's. We carry out consultation with pupils, parents, carers, teaching professionals and health agencies as required according to the individual circumstances of the child. Social services will be consulted if deemed necessary. Individual discussions are also carried out with disabled parents at their request. The views of parents and pupils are sought at annual review meetings and the SENDCO frequently liaises with parents and carers in less formal meetings across the year.

For the writing of this Accessibility Plan, a comprehensive Accessible Audit Checklist was completed by Mark Burrough, chair of Governors and Shelagh Fearnley vice-chair of Governors on 17.01.17. This has been submitted to Plymouth CAST's buildings committee.

Action plan

The action plan is attached as Appendix A.

This document provides greater detail about what the school considers to be a priority in terms of the three 'themes' of the accessibility plan:

- Access to the curriculum
- Physical Environment
- Delivery of Information

Summary of Achievements

1. Access to the Curriculum

- School continues to address and monitor the needs of the individual via existing arrangements such as annual review meetings, Care Plans and Personal Plans.

- Procedures have become more systematic and Personal Plans are reviewed with parents and pupils termly. Statements and EHCPs are reviewed annually and more frequently if the need arises.
- A graduated response is used to cater for pupils with SEND and others who may need to catch up with key skills. There are a range of interventions in place, both targeted and more specialised, across all four areas of need. These are evidence based and regular assessments of progress ensure early identification of pupils with SEND.
- Training for Support staff is regular and ongoing.
- Laptops are also available and software programmes are used to assist pupils in expressing themselves in a written format.
- Where medical needs require we work with the needs of the child, accommodating external medical staff as necessary to administer medication or change dressings/equipment, thus supporting the child to remain at school and to access the curriculum.
- Children with SEND access extra-curricular activities (clubs, after school care).
- Additional swimming sessions and cycling proficiency sessions arranged for pupils with SEND who require this
- We work closely with our Local Authority/CAST support services and buy into extra services to support pupils' additional needs -Educational Psychology, CAMHS etc.
- We have used the specialist skills of the Devon Dyslexia Assessment Centre who work with individual children and to advise us on the best method of support for a pupil with SEND

2. Physical Environment.

- Ramps are not available to help wheelchair users in the school building.
- An accessible toilet is available for use.
- We do not have any adaptations to meet any needs of disabled pupils, parent, carers, staff and visitors

3. Delivery of Information

- Individual visual timetables are used where necessary to improve communication.
- Interactive whiteboards are used to facilitate ease of delivery, allowing for multimedia usage to improve delivery of information.
- School newsletters and curriculum information is available on the school's website.

- For parents and carers with additional needs, reasonable adjustments are made to ensure they can access the information necessary; e.g. if necessary parent and carers consultations can be arranged individually for parents with hearing impairments.
- Key Information Sheets are available (held with the admin team) and are available for supply staff to read so that they are aware of the children's needs in the class that they will be teaching.

Appendix A ACCESSIBILITY ACTION

PLAN January 2017-2020:

Access to the Curriculum				
Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Increase confidence of all staff in differentiating the curriculum	Assess staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	Raised staff confidence in strategies for differentiation and increased pupil participation	SENDCO/Learning and Teaching Lead	On-going and as required Feb. 2018 Feb. 2019 Feb. 2020
Ensure classroom support staff have specific training on disability issues	Through TA meetings & training Update on Dyslexia. Update on how to support HI & VI pupils Annual updates	Support staff are even more aware and supportive of pupils needs. Pupils well supported in lessons and interventions	SENDCO/Learning and Teaching Lead	On-going and as required Feb. 2018 Feb. 2019 Feb. 2020

Use ICT software to support learning	Review needs of learners to consider whether any new software is required to support access to curriculum. Consider this in Data Review meetings and Personal Plan reviews	ICT used where necessary - Clicker, recording devices (voice/visual) etc -Pupils can access curriculum fully	SENDCO/Teaching & Learning Lead	On-going and as required Data review meetings Feb. 2018 Feb. 2019 Feb. 2020
All educational visits to be accessible to all	Teachers of pupils with disabilities to plan for access to educational visits. Use LA guidance for planning accessible trips when finalised.	All pupils with disabilities access school trips successfully	SENDCO	On-going and as required. Review annually also: Feb. 2018 Feb. 2019 Feb. 2020

Physical Environment				
Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure that site is accessible to wheelchair users where required.	Use of ramp where necessary	Ramp used for wheelchair users	Governor/ site and buildings committee	Feb 2018

Classroom background noise to be reduced for children with Hearing Impairments	If non carpeted areas with chairs on, Hush Ups to be purchased to quieten noise	Reduced noise from chairs moving	Governor/ site and buildings committee	Feb 2018
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Delivery of information				
Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure information on websites can be enlarged and statement on website if anyone requires the information in any other format	Speak to web team to check and place wording on website if not already there and obvious. Message in newsletter as a standing item.	Stakeholders will know that if necessary, information can be presented to them in an alternative format.	Web Team	Feb 2018